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ABSTRACT

This document is a comprehensive report of Ohio activities related to the expenditures of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 during the period July 1, 1994 through June 30, 1995. The report contains three sections, each formatted to meet different accountability standards. Section 1 fulfills the statutory requirements of 34 CFR 80.40 and follows the format outlined by the Office of Management and Budget. Areas examined include the following: performance standards and core measures; vocational education linkages to other national and state efforts; secondary, postsecondary, and adult vocational programs, services, and activities; single parents, displaced homemakers, and single pregnant women; sex equity programs; criminal offenders; special populations; state leadership and professional development; community-based organizations; family and consumer sciences education; tech prep; integrating applied academics into vocational education; and career guidance and counseling). Section 2 is an accountability report of the major goals identified in the State Plan for the Administration of Vocational Education in Ohio. It includes the following: a mission statement for vocational and adult education in Ohio; state board strategic objectives; 1995 status of 1994 vocational completers; and the state plan objective progress report. Section 3 is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state during each fiscal year. This section describes the findings of the fourth year of the Measuring and Planning Progress system. Some of the findings of the report are as follows: (1) except for the adult education enrollment objectives and secondary disadvantaged enrollment objectives, the state plan objectives were on target and effective; (2) the adult education enrollments were severely affected by the loss of federal and state funds to operate programs; and (3) the decline in the number of secondary disadvantaged students in vocational education programs is probably due to a major change in the methods used to identify disadvantaged students, not the result of a decline in the actual number of disadvantaged students served. The report includes 15 tables and 25 figures. Appendixes include information on enrollments of adults, associate degree programs, secondary enrollments, and secondary job training programs. (KC)

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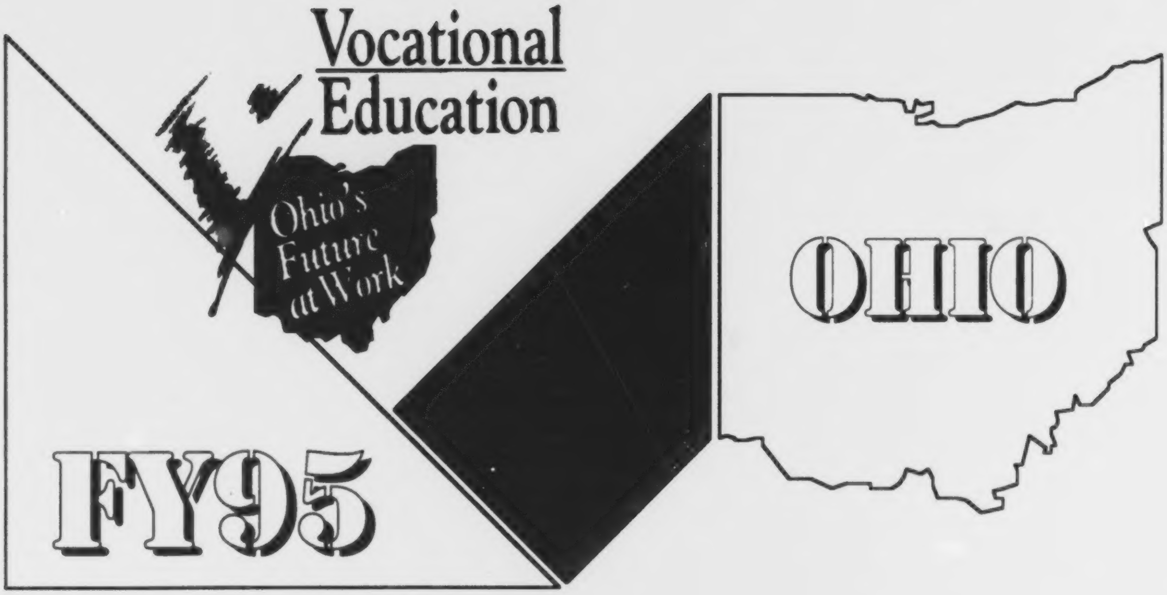
Vocational
Education
Ohio's
Future
at Work
FY95
OHIO

Comprehensive Annual Performance Report

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CE 070 540

As submitted to:

United States Department of Education
Office of Vocational and Adult Education
Division of Vocational Education

Introduction

This document is a comprehensive report of activities related to the expenditures of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) during the period July 1, 1994 through June 30, 1995. The comprehensive report is composed of three separate reports or sections. Each of the sections is formatted to meet different accountability standards. Section one fulfills the statutory requirements of 34 CFR 80.40 and follows the format outlined in OMB No. 1830-0503. Section two is an accountability report of the major goals identified in the State Plan for the Administration of Vocational Education in Ohio and, therefore, includes the State Plan Objectives. Section three is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state during each fiscal year. The statewide evaluation system of Ohio was changed and renamed to provide greater emphasis on program improvement and student performance. The old Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance (PRIDE) system was replaced by the new Measuring and Planning Progress system (MaPP) in FY92. Section three describes the findings of the fourth year of MaPP.

The FY95 comprehensive report is the fourth report under the Carl D. Perkins Act of 1990. The compiled information is also used to determine the need for changes in state plan goals or amendments.

Except for the adult education enrollment objectives and secondary disadvantaged enrollment objectives, the state plan objectives were on target and effective. The adult education enrollments have been severely impacted by the loss of federal and state funds to operate programs. If state funds for full-time adult vocational education and part-time adult vocational education are not increased, the problem will continue.

The decline in the number of secondary disadvantaged students in vocational education programs is probably due to a major change in the methods used to identify disadvantaged students not the result of a decline in the actual number of disadvantaged students served.

Fortunately, The 1994 Child Nutrition Reauthorization Legislation (P.L. 103-448) contains provisions which will allow the use of lunch eligibility data for other programs. This includes "a person directly connected with the administration or enforcement of a federal education program; a state health or education program administered by the state or local educational agency (other than a program carried out under title XIX of the Social Security Act); or a federal, state or local means tested nutrition program with eligibility standards comparable to (those of the school lunch and breakfast programs). If the regulations for the Nutrition Act are released in a timely fashion, FY96 disadvantaged student counts should be restored to FY93 levels.

The report was compiled by the:

Division of Vocational and Adult Education
Ohio Department of Education

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Columbus, Ohio 43215-4183

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SECTION I

FY95

Vocational Education Annual Performance Report

Vocational
Education
Ohio's
Future
at Work

Introduction

This report describes the progress Ohio has made in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio related to Titles I, II, and III, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The report is authorized by 34 CFR 80.40 and covers the program year July 1, 1994 through June 30, 1995. The report follows the outline in circular OBM 1830-053.

I. Performance Standards and Core Measures (Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512)

The tentative core standards and performance measures were drafted by Ohio Department of Education staff and discussed at the five regional local education area planning (LEAP) meetings in December, 1990. These standards have provided an initial framework for vocational education planning district (VEPD) plans and Ohio's vocational and adult education programs. These standards and measures were established in accordance with requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and were subject to review by a Committee of Practitioners before final approval.

Tentative secondary and full-time adult core standards were developed in response to the conclusions reached in the review of the statewide assessment data and with input from an internal state plan committee. The tentative state core standards were also presented to local education agency representatives for comment during the five regional LEAP meetings in December, 1990.

During initial planning meetings on November 14, 1990 and January 2, 1991, representatives from the Ohio Board of Regents (OBR) agreed to develop tentative core standards for vocational education associate degree programs. The P.L.101-392 legislative language regarding the core standards was presented to representatives from each of the public community colleges during the December, 1990 LEAP meetings. On January 14, 1991, representatives from the Ohio Board of Regents and the Ohio Department of Education (ODE) met with a committee of representatives to discuss the statewide core standards. On February 14, 1991, the Ohio Department of Education received a draft of core standards for associate degree programs.

On February 7, 1991, the Committee of Practitioners unanimously approved the use of the secondary and full-time tentative core standards and measures of performance until November, 1991. During the interim, the committee will conduct an in-depth review of each proposed standard. Tentative standards and measures were incorporated in the local education agency planning document entitled the Vocational Education Comprehensive Strategic Plan effective July 1, 1991.

On April 27, 1992, the Ohio Board of Regents presented the core standards and performance measures for associate degree institutions to the Committee of Practitioners. Core standards and performance measures for career development and the work and family program, GRADS, were presented by the Ohio Department of Education. These measures and standards were then taken by committee members to constituents of their nominating organizations for feedback. Consensus and final recommendations were to be made at the June meeting.

On June 8, 1992, the committee discussed adjustments to several of the standard levels for measures in secondary and adult. Consensus was made. The committee voted to accept the Statewide Core Standards and Performance Measures as revised.

On August 10, 1992, Committee of Practitioners members, James Drake and Joyce Brooman presented testimony to the State Board of Education in favor of adoption of the standards and measures as recommended by the committee on June 8, 1992. The State Board of Education cast a unanimous ballot to adopt the standards and measures.

The Committee of Practitioners continues to meet on a regular basis and builds on the adopted core standards to improve the standards as well as provide input on other aspects of Vocational Education such as the State Plan, Tech Prep and School-To-Work.

FY94 Status Report For The Ohio Statewide Core Standards and Performance Measures

The following core standards and performance measures were adopted by the State Board of Education at the August 10, 1992 State Board Meeting. These standards provide the framework for vocational education planning district (VEPD) plans and Ohio's vocational and career education programs. The standards and measures are established in accordance with requirements of the Carl D. Perkins Vocational and Applied Technology Act of 1990 and are subject to review by a Committee of Practitioners.

This document provides a status report of the core standards from the period July 1, 1993 through June 30, 1994.

A. Secondary Vocational and Adult Education Core Standards for Programs Offered at the High School Level

1. General

Each VEPD shall provide to students and parents, no later than the beginning of the ninth grade, information concerning:

1) opportunities available in vocational education, including nontraditional careers;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

FY94 Status Report
100% of the VEPD Strategic Plans include assurance statements that all students and parents are receiving the required information. The FY95 and FY96 VEPD Comprehensive Strategic Plan format requires that each VEPD report the FY94 levels and target goals for FY95 and FY96.

2. Academic Learning and Competency Gains

Basic and Advanced Academic Skills
Students enrolled in secondary vocational education occupationally specific programs who have not successfully passed the ninth grade proficiency test prior to program enrollment will be given academic remediation necessary to successfully pass the ninth grade proficiency test, which is a basic requirement for earning a high school diploma in Ohio, upon or before program completion.

Applied Academic Skills
Students enrolled in secondary vocational education occupationally specific programs will show applied academics competency gains as evidenced by the average learning gains reported on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

FY94 Status Report
The FY95 and FY96 VEPD Comprehensive Strategic Plan format requires that each VEPD report the FY94 levels and target goals for FY95 and FY96.

The Ohio Vocational Competency Assessments (OVCA) package consists of two separate assessment components: Ohio Competency Analysis Profiles (OCAP) and Work Keys. The Work Keys component, developed by American College Testing (ACT), combines four assessments which measure applied academic skills. *Applied Mathematics* measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. *Locating Information* measures the student's ability to use graphic documents to insert, extract, and apply information. *Applied Technology* measures the student's ability to solve problems of a technological nature. *Reading for Information* measures the examinee's ability to read and understand work-related instructions and policies.

All OVCA items are criterion-referenced, use a multiple-choice format, and will be administered using a traditional paper-and-pencil method. The OVCA is designed to accomplish the following:

- Provide one dimension of a multi-assessment strategy for career passport credentialing.
- Evaluate learner readiness for jobs requiring specific occupational, academic, and employability skills.
- Assist educators in curriculum development.
- Provide state-aggregated learning gain scores to comply with regulations in CDPII.

In fiscal year 1994 the OVCA package was administered statewide to level one and level two students. The Work Keys pre-test component of the package was administered in the Fall of 1993 to 33,352 vocational students with the post-test administration following in the Spring of 1994 to 39,327 vocational students. The OCAP/Employability component of the OVCA package had 35,801 students assessed during the spring testing window. Unfortunately, the initial year aggregate data did not differentiate between secondary and adult students. Separate aggregation will be available for FY95.

3. *Occupational Learning and Competency Gains*

Students enrolled in secondary vocational education occupationally specific programs will show occupational competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

FY94 Status Report

The FY95 and FY96 VEPD Comprehensive Strategic Plan format requires that each VEPD report the FY94 levels and target goals for FY95 and FY96.

Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to the requirements for occupational learning and competency gains. OCAP competency lists evolved from a modified-DACUM process involving 582 business, industry, labor, and community agency representatives from throughout Ohio. The OCAP development process produced 63 separate lists. OCAPs addressing applied mathematics and applied communications are available in addition to 56 occupational areas, two dropout prevention programs, and three work and family life programs. OCAPs are scheduled for revision every 4-5 years.

Each OCAP contain units (with and without subunits), competencies, and competency builders that identify the occupational and employability skills needed to enter a given occupation or occupational area. Within the OCAP outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. Advancing items identify the knowledge, skills, and attitudes needed to advance in a given occupation.

Futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now. Core items serve as a basis for the criterion-referenced Ohio Vocational Competency Assessments (OVCA). The OVCA package which includes occupational, applied academic, and employability skills assessments will form Ohio's basis for measuring learning gain; however, locally controlled performance testing will also occur. This combination of information will be used by teachers to determine which competencies appear on students' career passports.

4. *Work and Family Life Learning and Competency Gains*

Students enrolled in secondary Work and Family programs (including GRADS students enrolled for a minimum of 18 weeks for credit) will show competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

FY94 Status Report
The FY95 and FY96 VEPD Comprehensive Strategic Plan format requires that each VEPD report the FY94 levels and target goals for FY95 and FY96.

5. *Placement*

The placement status of secondary vocational education occupationally specific program completers and Occupational Work Experience (OWE) program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

1) At least 60% of completers available for civilian employment are employed in occupations related to their training.

   FY94 Status Report
   The analysis of state aggregate follow-up information for students who completed secondary programs in FY93 indicates that 71.3% of secondary completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved in FY93.

2) The employment rate of completers available for civilian employment is equal to or exceeds 84%.

   FY94 Status Report
   An analysis of state aggregate follow-up information for secondary students who completed the program in FY93 indicates that 93.9% of secondary completers available for civilian employment were employed in the civilian workforce. This objective was therefore achieved in FY93.

3) At least 90% of total completers are reported in categories other than status unknown.

   FY94 Status Report
   An analysis of state aggregate follow-up information for secondary students who completed programs in FY93 indicates that school districts were able to identify the status of 93.3% of the students. This objective was therefore achieved in both FY91, FY92, and FY93.

Secondary Indicators

4) At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

FY94 Status Report
An analysis of state aggregate information for students who completed secondary programs in FY93 indicates that 85.5% of students were employed in related occupations or enrolled in related education programs. This goal was achieved in FY93.

5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

FY94 Status Report
An analysis of state aggregate information for students who completed programs in FY93 indicates that 94.3% of the students available for employment were employed in the military or the civilian labor force. This objective was therefore achieved in FY93.

6) Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education or employed in the military.

FY94 Status Report
An analysis of state aggregate follow-up information for secondary students who completed programs in FY93 indicates that 83.7% of the students were employed in civilian labor force, continuing their education or employed in the military. This objective has proven to be an inaccurate measure since districts and state aggregation continue to show that this statistic is below established standards while the previous five standards are met. This objective was not included in the new State Plan for the Administration of Vocational Education in Ohio (July 1, 1994 through June 30, 1996).

6. *Enrollment*

Each VEPD must base its projections on quantifiable demographic information. If a VEPDs projections vary from the statewide enrollment goals, local variations must be explained in the VEPD strategic plan.

a. Annual statewide aggregation of local enrollments will indicate that 45% of all 11th and 12th grade population; were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs including college preparatory students enrolled in vocational education.

FY94 Status Report
Closing FY94 enrollment data in the initial year of EMIS implementation indicate that 71,444 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs and OWE programs. The FY94 enrollments represent 30.50% of the 234,287 students enrolled in the 11th and 12th grade during FY94. The calculated percentage of 30.50% is equivalent to the previous year enrollments and may be the result of definitional distinctions including grade levels of students, the failure of several districts to report all students enrolled during the course of the school year, lack of standardized software, a less than perfect computer network, an actual drop in vocational student enrollment, or a combination of these factors.

The above factors will be reviewed again during FY95. Furthermore, FY95, FY94, FY93 and FY92 enrollments must be calculated and reviewed before development of progress measurement can be made. It is also important to note that OWE programs have begun an increased focus on serving students below grade 11. In FY94, 3,967 or 33.7% of all OWE students were below grade 11. When OWE is excluded from the totals, 63,524 students or 80.8% of 78,590 students were in above grade 10 and 19.20% were below grade 11.

b. Annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs.

FY94 Status Report

In FY94, EMIS closing enrollment data indicated that 37,031 disadvantaged students were enrolled in occupationally specific programs and OWE programs. The estimated target disadvantaged population was 75% of all 11th and 12th grade disadvantaged students which represents 22% of the 234,287 students in grades 11 and 12, or 38,729. It is important to note, however, that the 43,474 disadvantaged students enrolled in these vocational programs include some students from below grade eleven. The enrollment counts in this section may be flawed by the same factors identified in the response to the previous standard.

FY94 EMIS data indicate that disadvantaged students made up 40.93% of all students enrolled in these programs. This represents a significant decrease from the FY93 level of 46.46%. The decline in the number of disadvantaged students in vocational education programs is probably due to a major change in the methods used to identify disadvantaged students is not the result of a decline in the actual number of disadvantaged students served.

On October 12, 1993, The Ohio Department of Education reported concerns to Congress and The U.S. Department of Education regarding new policies implemented by the U.S. Department of Agriculture eliminating the internal use of free and reduced student lunch records to identify economically disadvantaged students. The Ohio Department of Education correspondence predicted the "reported" number of economically disadvantaged students would decline as the result of the policy.

The USDA policy stated that school district administrators could not use information gathered from the free and reduced lunch programs to identify students as economically disadvantaged and create aggregate reports to measure the success of programs designed to serve the needs of economically disadvantaged youth without the prior written consent of a parent or guardian. The Code of Federal Regulations under 34 CFR Part 400.4 clearly states that Vocational Education must include qualification for free and reduced lunch programs in the definition of "economically disadvantaged". The regulation also contains a footnote which permits the reporting of aggregate information. Under the federal regulations it appears that local and state administrators and teachers have no choice but to require and report this information. The USDA restrictions and burden of acquiring written consent of parents and guardians are totally unrealistic, particularly when the scope of this task in rural areas and major cities is considered. If this policy were to remain unchanged, local administrators would be forced to contact potentially disadvantaged students to collect the information a second time or gain the approval of the parents and/or guardians for release of the data. It is difficult to justify such activities when the information needed to report these students is already in the school records.

Fortunately, The 1994 Child Nutrition Reauthorization Legislation (P.L. 103-448) contains provisions which will allow the use of lunch eligibility data for other programs. This includes "a person directly connected with the administration or enforcement of a federal education program; a state health or education program administered by the state or local educational agency (other than a program carried out under title XIX of the Social Security Act; or a federal, state or local means tested nutrition program with eligibility standards comparable

to (those of the school lunch and breakfast programs). If the regulations for the Nutrition Act are released in a timely fashion, FY95 disadvantaged student counts should be restored to FY93 levels.

c. Annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade disabled students, which represents 11% of the 11th and 12th grade population, were enrolled in secondary education occupationally specific programs or Occupational Work Experience (OWE) programs.

FY94 Status Report
EMIS closing enrollment data indicated that 13,211 disabled students were enrolled in occupationally specific programs and Occupational Work Experience (OWE) programs in FY94, which is a 3.76% increase over FY93 levels. The Individuals with Disabilities Education Act (IDEA) changed the preferred adjective from "handicapped" to "disabled". Subsequently, all references in the responses use the newer term. The estimated target disabled population was 50% of all 11th and 12th grade disabled students which represent approximately 11% of the 234,287 students in grades 11 and 12, or 12,886. It is important to note, however, that the 13,211 disabled students enrolled in these vocational education programs include some students from below grade eleven.

The enrollment counts in this section may be flawed by the same factors identified in the response to the previous two objectives. FY94 data indicate that disabled students made up 14.6% of all students enrolled in these programs.

d. Annual statewide aggregation of local enrollments will indicate that 20% of all students in grades 9 through 12 will be served in Work and Family Life programs.

FY94 Status Report
The total FY94 secondary enrollment in all Family and Consumer Sciences Useful programs, i.e., Consumer Homemaking and Work and Family program was 149,334 students. When 7th and 8th grade enrollments for those Economic Impact programs are subtracted from this total, the adjusted enrollment is 138,723. Although some duplicate counts may be represented in these totals, the 138,723 students represent 26.83% of the total 517,122 students enrolled in grades 9-12. A total of 55,639 of these students were in grades 11 and 12, and 83,084 students were below grade 11.

Since this standard was written, the staff of the family and consumer sciences service area has placed a greater emphasis on students below grade 9 and a large portion of these students may be reflected in the above totals. The students served in these programs and the calculation of the target population have been changed in the state plan for FY95.

e. Annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old will be served by Occupational Work Adjustment (OWA) programs.

FY94 Status Report
The Occupational Work Adjustment program (OWA) served 10,224 students in FY94. Of all the students served, 39.5% were female and 60.5% were male. Comparison to the targeted goal was unavailable since student demographic information by age was not required during the second year of EMIS implementation.

f. Annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Work and Family Life programs.

FY94 Status Report
The total enrollment in the Home Economic Impact program during FY93 was 11,463, therefore, the achievement of this state plan objective was reached in both FY92 and FY93, however, FY94 enrollments declined to 10,611.

g. Annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

FY94 Status Report

- **In FY94, a total of 6,462 male students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 253 students from FY93 .**
- **In FY94, a total of 4,496 female students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 638 students from FY93.**
- **In FY94, a total of 3,336 male students were enrolled in full-time adult vocational education programs nontraditional for their sex.**
- **In FY94, a total of 2,541 female students were enrolled in full-time adult vocational education programs nontraditional for their sex.**
- **In FY94, a total of 886 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.**
- **In FY94, a total of 1,755 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.**

7. *Retention*

A minimum of 85% of all GRADS students will graduate or return to school the following school year (dropout rate no higher than 15%). **FY94 performance level is 85%.**

8. *Career Development*

According to the schedule below, 75% of the Ohio students in each VEPD will articulate an occupational goal and an educational plan to achieve that goal. Each of these students must have an Individual Career Plan (ICP), first written in the 8th grade and then reviewed and updated annually through the 12th grade as evidence that the student is regularly evaluating his or her goal and plan. To confirm that a written, current ICP is being prepared, a random sample* at each grade level of these students (26 students or two percent of the student population, whichever yields a larger number of students) will be asked to articulate an occupational goal and articulate an educational plan to achieve that goal through an interview process.

- Beginning in the Spring of 1994, 75% of the 8th grade students in each VEPD
- Beginning in the Spring of 1995, 75% of the 8th and 9th grade students in each VEPD
- Beginning in the Spring of 1996, 75% of the 8th, 9th, and 10th grade students in each VEPD
- Beginning in the Spring of 1997, 75% of the 8th, 9th, 10th, and 11th grade students in each VEPD
- Beginning in the Spring of 1998, 75% of 8th, 9th, 10th, 11th and 12th grade students in each VEPD

* random sampling procedures ensure a student sample that is representative of the percentages of race/ethnic make-up, gender, and disabling conditions within the VEPD.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

FY94 Status Report

In FY94, local secondary Career Development programs concentrated their efforts to focus on the development of Individual Career Plan (ICP) for all students beginning at grade eight, and revision at grades 9 and 10.

A formal assessment of career maturity was conducted in several vocational planning districts as a pre and post-evaluation to measure the effect of the ICP process on student's career maturity. One VEPD conducted an item analysis, comparing individual student responses from the pre-to-post-test. Two items showed a strong pattern of significant change across all the schools. Data analysis suggests that the ICP process has had a strong impact on:

- **the ability of students to articulate plans after high school, and**
- **the ability of students to personally identify the best way to prepare for a future career.**

ICP documents were initiated by 128,543 eighth-grade students, representing 90 percent of Ohio's eighth-grade population. In addition, 24,300 seventh-grade students and 7,658 sixth-grade students initiated ICPs. ICP documents were reviewed by 90,929 ninth-grade students. This represents, approximately 79 percent of the students who initiated ICPs in the eighth-grade in FY93. To effectively implement the ICP program the estimated 536,000 students in grades 8-12 should have a current individual career plan by 1998.

The core standard for career development was implemented in FY94. Each career development program was required to interview 2 percent of their 8th grade population or 26 students; whichever number was larger. Students interviewed were asked three questions: *What are your career goals?, What courses or classes do you plan on taking in high school to reach those career goals?*, and *What do you plan on doing after high school to reach your career goals?* Student responses had to meet three criteria in order to be deemed appropriate: the career goal had to be legal, the career goal had to be income-producing, and the responses to the last two questions had to be appropriate to the career goals stated by the student. The performance measure states that at least 75 percent of the students interviewed should be able to answer the three questions and meet the criteria. 2,542 8th grade students were interviewed. Of these students, 2,081 were able to meet the criteria for appropriate responses. This represents 82 percent of the population interviewed and exceeds the performance measure of 75 percent established by the Committee of Practitioners.

B. Adult Vocational Education Core Standards for Full-time Adult Vocational Education Programs

1. General

Each VEPD shall provide to students, prior to enrollment in full-time vocational education programs, information concerning:

1) opportunities available in vocational education including nontraditional occupations;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

In addition, each VEPD shall provide information concerning appropriate support services to students enrolled in adult full-time vocational education occupationally specific programs, which may include:

1) financial assistance information with regard to eligibility and availability;
2) requirements for eligibility for enrollment in such vocational education programs;
3) career counseling;
4) life skill counseling;
5) labor market information;
6) placement services;
7) academic and vocational assessment using generally accepted instruments;
8) child care facilities or a list of approved child care providers available to dependents of adult vocational students; and
9) basic academic remediation services.

FY94 Status Report
100% of the VEPD Strategic Plans include assurance statements that all students and parents are receiving the required information. The FY95 and FY96 VEPD Comprehensive Strategic Plan format requires that each VEPD report the FY94 levels and target goals for FY95 and FY96.

2. *Academic Learning Skills*

Basic Academic Skills
Students enrolled in adult full-time occupationally specific programs will achieve a minimum level of basic academic proficiency as required for a specific occupation. Students not meeting the minimum level will be assessed in order to determine their academic level and then be referred to remedial instruction such as ABE or other remedial academic classes necessary to demonstrate the required competency level.

Applied Academic Skills
Each student who completes an adult full-time occupationally specific program will demonstrate academic competency gain as evidenced by average learning gains received on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

FY94 Status Report
The OVCA package consists of two separate assessment components: OCAP and Work Keys. The Work Keys component, developed by American College Testing (ACT), combines four assessments which measure applied academic skills. *Applied Mathematics* measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. *Locating Information* measures the student's ability to use graphic documents to insert, extract, and apply information. *Applied Technology* measures the student's ability to solve problems of a technological nature. *Reading for Information* measures the examinee's ability to read and understand work-related instructions and policies.

All OVCA items are criterion-referenced, use a multiple-choice format, and will be administered using a traditional paper-and-pencil method. The OVCA is designed to accomplish the following:

- **Provide one dimension of a multi-assessment strategy for career passport credentialing.**
- **Evaluate learner readiness for jobs requiring specific occupational, academic, and employability skills.**
- **Assist educators in curriculum development.**
- **Provide state-aggregated learning gain scores to comply with regulations in CDPII.**

In fiscal year 1994 the OVCA package was administered statewide to level one and level two students. The Work Keys pre-test component of the package was administered in the Fall of 1993 to 33,352 vocational students with the post-test administration following in the Spring of 1994 to 39,327 vocational students. The OCAP/Employability component of the OVCA package had 35,801 students assessed during the spring testing window. Unfortunately, the initial year aggregate data did not differentiate between secondary and adult students. Separate aggregation will be available for FY95.

3. *Occupational Competency Attainment*

Each student who completes an adult full-time vocational education occupationally specific program will demonstrate competency gain as evidenced by average learning gains received on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

FY94 Status Report
Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to the requirements for occupational learning and competency gains. OCAP competency lists evolved from a modified-DACUM process involving 582 business, industry, labor, and community agency representatives from throughout Ohio. The OCAP development process produced 63 separate lists. OCAPs addressing applied mathematics and applied communications are available in addition to 56 occupational areas, two dropout prevention programs, and three work and family life programs. OCAPs are scheduled for revision every 4-5 years.

Each OCAP contain units (with and without subunits), competencies, and competency builders that identify the occupational and employability skills needed to enter a given occupation or occupational area. Within the OCAP outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. Advancing items identify the knowledge, skills, and attitudes needed to advance in a given occupation. Futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now. Core items serve as a basis for the criterion-referenced Ohio Vocational Competency Assessments (OVCA). The OVCA package which includes occupational, applied academic, and employability skills assessments will form Ohio's basis for measuring learning gain; however, locally controlled performance testing will also occur. This combination of information will be used by teachers to determine which competencies appear on students' career passports.

4. *Retention*

VEPD aggregate totals will indicate at least a 65% retention rate for full-time adult vocational education occupationally specific program participants. Retention in a program occur if a student obtains a positive outcome from the program. Positive outcomes are when a student completes a program, transfers to further education, or completes sufficient occupational competencies and obtains employment related to the occupational area of study (Data regarding this standard will be collected beginning in FY93).

FY94 Status Report
The Vocational Education Data Systems were modified effective July 1, 1994 to significantly change the data fields on the VE-22 closing report form to provide the information necessary to track retention rates within the Ohio Department of Education. Retention rates will be calculated by subject area beginning in the Spring of 1995.

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The previous VE-22 closing report form included categories for students who finished the program, i.e., "completers" and those that left the program, i.e., "leavers" (dropouts). The new form includes the reporting of students in four categories including those students that were: "served", "completed", "leaver", and "transfer".

Retention rates will be determined by dividing the total numbers of "completed" and "transfer" students by the total number of students "served".

5. *Placement*

The placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

1) At least 80% of completers available for civilian employment are employed in occupations related to their training.

   FY94 Status Report
   An analysis of state aggregate follow-up information for students who completed full-time adult education programs in FY93 indicates that 84.1% of full-time completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved in FY93.

2) The employment rate of completers available for civilian employment is equal to or exceeds 85%.

   FY94 Status Report
   An analysis of state aggregate follow-up information for students who completed full-time adult programs in FY92 indicates that 95.4% of students available for civilian employment were employed. This objective was therefore achieved in FY93.

3) At least 90% of total completers are reported in categories other than status unknown.

   FY94 Status Report
   An analysis of state aggregate follow-up information for full-time adult programs in FY93 indicates that school districts were able to identify the status of 90.4% of the students.

Secondary Indicators

4) At least 90% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

   FY94 Status Report
   An analysis of state aggregate information for students who completed full-time adult programs in FY93 indicates that 90.0% of students were employed in related occupations or enrolled in related education programs. This goal, therefore, was achieved in FY93.

5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.

   FY94 Status Report
   An analysis of state aggregate information for students who completed full-time adult programs in FY93 indicates that 95.4% of the students available for

employment were employed in the military or civilian labor force. This objective was therefore achieved in FY92.

6) Overall, at least 90% of the total completers are employed in civilian labor force, continuing their education, or employed in the military.

FY94 Status Report
An analysis of state aggregate follow-up information for full-time adult students who completed programs in FY92 indicates that 81.7% of the students were employed in the civilian labor force, continuing their education or employed in the military. This objective, therefore, was not achieved for FY93. This objective has proven to be an inaccurate measure since districts and state aggregation continue to show that this statistic is below established standards while the previous five standards are met. This objective was not included in the new State Plan for the Administration of Vocational Education in Ohio (July 1, 1994 through June 30, 1996).

6. *Enrollment*

The aggregate VEPD enrollment in full-time adult vocational education occupationally specific programs shall reflect the special populations and gender demographics of those individuals who applied for enrollment.

FY94 Status Report
No statewide data is available for this standard.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

C. Core Standards and Performance Measures for Associate Degree Institutions

FY94 status report is based on data reported in the FY95-96 VEPD plan. Data from all colleges that received a Perkins grant in FY94 are reported except Ohio University - Lancaster.

1. *Background/Rationale*

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 states in Section 2 of the Act that:

> it is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The provisions of the Act make clear that the intent of Congress is to insure that "all segments" of the population have access to occupational education programs which prepare individuals for careers in demand in the present and future labor markets. The targeted populations can readily be seen in the funding allocation formula and throughout Section 235; Use of Funds.

Historically, Perkins' funds have been used by two-year colleges in Ohio to improve access and retention, particularly for physically and/or academically disadvantaged students. This is consistent with the intent of the latest Carl D. Perkins Act, the purpose of which is to enhance employability of people by giving them job skills through education. Those who are in greatest need of these opportunities are oftentimes disadvantaged either physically, economically, or academically. Thus, it is imperative that we continue to create access and success opportunities for these groups who have not traditionally been able to take advantage of higher education. In that context, it is not surprising, therefore, that an overwhelming majority of proposals submitted for Perkins' funding by Ohio's two-year colleges focused their efforts toward providing additional opportunities for access and retention for special populations.

In drafting performance measures and standards as required by the Act, it is essential that the standards build upon the already successful practices established by each participating institution. Standard and associated procedures which impede the college's efforts to continually improve services to its constituency are not in the best interest of special populations in Ohio and will work against achievement of the purpose of the Perkins Act.

It should be remembered that Ohio's colleges do not have a "captive population." Two-year colleges operate in a free market environment which requires continued evaluation of student and employer needs and satisfaction along with continual attention to the quality of the educational programs and services offered. This attention to the labor and student markets has lead to much diversity among institutions. This diversity remains an essential strength of the Ohio system because it provides the flexibility to respond to the specific populations the college serves and creates an atmosphere which fosters innovation in achieving institutional mission. Postsecondary accreditation agencies such as the North Central Association of Colleges and Schools have long recognized that autonomy is a necessary prerequisite to quality in educational institutions. This is why the foundation of the self study and accreditation process is built upon each institution's assessment of its activities relative to its unique mission, rather than using a statewide, monolithic, quantitatively comparative approach.

In drafting the proposed standards, it was the intention of the postsecondary education community to build upon the strength of the system which currently exists: institutional diversity and the traditional self study process. Continuing this historically successful approach will meet the objectives of the Perkins Act to serve as a catalyst to stimulate institutional evaluation. It is also the best means to encourage institutions to develop innovative strategies to provide the targeted populations in their service that they can effectively acquire the training needed to obtain employment in the emerging economy.

2. *Proposed Cohort Group*

At first glance, it seemed that using a cohort group already involved in follow-up might be appropriate for the Perkins assessment. Thus, this postsecondary advisory committee on core standards initially proposed that the cohort group be the population that will be tracked to meet the U. S. Department of Education's student "right-to-know" disclosure requirements--first time, full-time students entering in Fall 1992 and declaring an intent to complete a degree program. However, upon further analysis, this cohort group is really inappropriate as it is inconsistent with the populations most two-year colleges serve--nontraditional students who attend part-time and enter with special needs. Nor does it address the population that will be served through the Perkins funded programs that are proposed by Ohio's colleges--over 90% of the Perkins funds are being used for access and retention services, especially for special populations. Beyond that, it does not address the "access" intent clearly articulated in the Perkins legislation, especially as that intent relates to "special needs" populations.

Therefore, it is proposed that rather than tracking individual students, or following cohort groups, the Ohio postsecondary technical education standards be based on the reported rate of success of the students most appropriate to the Perkins legislation; those students who are seeking a technical associate degree or certificate. For some of the proposed standards this "snapshot" of a college's sub population will be further focused to report more specifically on the rate of success of special populations.

3. Proposed Core Standards

Measures of Basic Academic Skills Gains:

Target Date: September 30, 1992

Basic learning courses, generally referred to as developmental education courses, are defined at the postsecondary level as those courses the student must successfully complete in order to enroll in the general education or technical courses that are required as part of an associate degree. As part of the colleges' enrollment procedures, students are tested, and if found to be lacking the necessary competency in the mathematics, science, or reading/communications required for a given associate degree program, are placed in developmental education courses at the appropriate level.

Sub Population: (Identified on the 14th day of each term)
Those students who are technical degree or certificate seeking, and who are considered by the institution to require remedial studies.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the remedial courses attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
55% of technical degree or certificate seeking students who are enrolled in basic skills courses will successfully complete the courses, including multiple measures of assessments contained within that course.

FY94 Status Report
Of 53,411 students in this category, 32,790 (61.4%) were reported as successfully completing the courses. Of 26 colleges, 25 reported that 55% or more of the students in this category successfully completed the courses.

Measures of Advanced Academic Learning Gains:

Target Date: September 30, 1992

The Commission on Institutions of Higher Education for the North Central Association of Colleges and Schools requires that general education be an essential element of all undergraduate degree programs. The general education component of associate degree programs provides opportunities for students to develop mastery in critical literacy skills (writing, speaking, reading, problem solving, analytical, and computational skills) and to acquire breadth in the basic liberal arts and sciences (humanities, fine arts, social sciences, and natural sciences) so that students can function effectively in a lifelong process of inquiry, learning, and decision-making.

The general education courses are the advanced academic courses of the associate degree program. Technical courses are the means by which students learn occupational theory and competency. General education courses constitute 50% of the course work required for an associate degree. The type of general studies courses that are required vary across technical degree programs depending on the nature of the work to which the degree is related. Engineering technology degrees may place emphasis on a high level of mathematics, nursing on biological sciences, etc. The only general studies courses consistently required by ALL technical associate degree programs are English/communications.

When advisory committees evaluate the outcomes of the general education component of a technical program, as evidenced by the performance of program graduates, the advanced academic skills most criticized are communication skills, particularly writing. Advisory committees and employers insist that graduates should be able to express themselves clearly and logically in standard English in both written and oral form. A closely related concern is the ability of individuals to think rationally, systematically and logically. These skills are typically covered in the communications course requirements of each degree.

Therefore, successful completion of the highest level communications course required in a given technical degree program is a valid and significant measure of advanced academic learning gains.

Sub Population: (Identified on the day of each term)
Those students who are technical degree or certificate seeking, and who are enrolled in the final English/communication course required for the general studies component of technical associate degree programs.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the final English/communication course attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
70% of technical degree or certificate seeking students who are enrolled in the final English/communication courses will successfully complete the courses including multiple measures of assessment contained within that course.

FY94 Status Report
Of 17,735 students in this category, 13,192 (74.4%) were reported as successfully completing the courses. Of 26 colleges, 23 reported that 70% or more of the students in this category successfully completed the courses.

Placement Measures:

Target Date: (1992-93 for graduate follow-up)

Time Frame:
End of each academic year.

Initial Standards:
a) 75% of the sub population will be employed in a job related to their degree or certificate.

FY94 Status Report
Of 8,592 students in this category, 6,374 (74.2%) were reported as employed in a job related to their degree or certificate.

b) 90% of the sub population will be employed.

FY94 Status Report
Of 7,676 students in this category, 6,794 (88.5%) were reported as employed.

c) 95% will be employed and/or enrolled in additional education, training, military or foreign aid services. Military/foreign aid placements to be tracked separately and a percentage will be established after a one-year baseline study is completed.

FY94 Status Report
Of 8,565 students in this category, 7,836 (91.5%) were reported as employed and/or enrolled in additional education, training, military or foreign aid services.

Because economic conditions vary across the state, it is more difficult for some institutions to meet statewide placement standards. Each college should be able to justify its local plan, any anticipated significant positive or negative variance from the statewide standards.

The following measures are under consideration by the Postsecondary Perkins Advisory committee. Data will be collected by the colleges and reported to the Board of Regents.

Measures of Occupational Competency:

Target Date: 1992-93 for baseline data.

This standard would be measured, similar to the new NCA criterion #3, based on multiple types of assessment of occupational competencies through one or more of the following.

Baseline data would be developed at each institution for at least one year, with a determination made at that time whether it is feasible to determine minimal percentages in these categories.

1) Student success on licenser/certifying examination

FY94 Status Report
Of 4,463 students in this category, 3,870 (86.7%) were reported as successful on licenser/certifying examinations.

2) Student success on comprehensive examinations

FY94 Status Report
Of 3,259 students in this category, 2,331 (71.5%) were reported as successful on comprehensive examinations.

3) Completion of capstone courses

FY94 Status Report
Of 4,776 students in this category, 3,641 (76.2%) were reported as successfully completing capstone courses.

4) Responses from employer surveys

FY94 Status Report
Of 1,836 surveys returned, 1,545 (84.1%) were reported as positive.

5) Responses from former students/graduates

FY94 Status Report
Of 6,021 surveys returned, 5,164 (85.8%) were reported as positive.

4. *Measures of Service for Special Populations*

Two-year college enrollments consist of significant numbers of members of special populations, especially the academically disadvantaged, the economically disadvantaged, and the disabled. For the purpose of the Perkins standards, these students would be determined academically disadvantaged based upon the institution's basic skills assessment. The economically disadvantaged would be those who qualify for Pell or Ohio Instructional Grants. Students would be self-declared as disabled based on Section 504 of the Rehabilitation Act of 1973.

The Perkins Postsecondary Advisory Group recommends collecting data pertaining to the enrollment and graduation rates of these populations to study the percentage of graduates who are members of a special population and the percentage of student enrollees who are members of special populations. Comparison of these rates will help to understand how effective the colleges are in assisting members of special populations complete their degree programs.

FY94 Status Report
Of 12,171 potential graduates or program completers reported as members of special populations, 6,565 (53.9%) graduated.

D. Incentives and Adjustments

Discussion of incentives and adjustments related to the core standards and performance measures commenced at the November 19, 1991 meeting of the Committee of Practitioners. The following conclusions were drawn as a result of that discussion.

The Carl D. Perkins legislation requires that 75 percent of Title II funds be allocated to eligible recipients under prescribed formulae that do not take into consideration the number of special population students actually served in vocational education programs. Under Perkins II, states have no flexibility to provide financial incentives to address the needs of special populations.

Ohio has no flexibility under state legislation to provide financial performance incentives for vocational education unit funding or matching equipment. Non-financial incentives can be used to meet the letter of the requirements under Section 115 of Perkins II, but non-financial incentives do not have the impact of financial incentives.

The formulae for the distribution of program improvement funds in Title II, Part C of the Perkins legislation should be modified to include a state-delivered funding factor related to the actual number of individuals served from targeted groups or special populations. If the mandated formulae are not changed, the Perkins regulations should be modified to permit states to reserve a portion of the funds in Title II-C to be allocated on a performance basis.

Positive incentive/adjustments for secondary vocational education discussed include the following:

- Eligibility or higher priority for receipt of Sex Equity Grants.
- Additional state secondary vocational education unit funding (presently illegal).
- Reduced reporting requirements in the local program improvement plan.
- Higher priority for the receipt of new secondary vocational education units.
- Higher priority for the receipt of matching state equipment funds (presently illegal).
- Lower placement goal standards for programs that enroll disabled, disadvantaged, and limited English proficiency students at a higher rate than the established state plan goals.
- Awards of recognition to programs that exceed state goals for disabled and disadvantaged students.

Negative incentives/adjustments for secondary vocational education programs discussed include the following:

- Withdrawal of secondary units for programs that fall below minimum enrollment standards for 3 consecutive years.
- Withdrawal of secondary units for programs that fail to meet primary placement standards for 3 consecutive years.
- Denial or delay of Title II-C program improvement funds for plans that are incomplete (all or nothing funding).
- Ineligibility or lower priority for receipt of Sex Equity Grants, Community-based Organization (CBO) grants.
- Reduced state secondary vocational education unit funding (presently illegal).

- Increased reporting requirements of the VEPD program improvement plan.
- Reduced priority for receipt of new secondary vocational education units.
- Reduced priority for receipt of matching state equipment dollars (presently illegal).

II. Vocational Education Linkages to Other National and State Efforts

Several efforts which began in FY95, which were designed to link vocational education with other national and state initiatives, actually were implemented in early FY96. Vocational education has had an integral role in educational reform in Ohio. The major linkages have resulted in the receipt of a statewide School-to-Work Implementation Grant, a Goals 2000 Grant, the designation of Ohio as the statewide Ed-Flex state, the receipt of a One-Stop Grant from the U.S. Department of Labor, and the receipt of a National Demonstration Grant to Integrate Academic and Vocational Education in Ohio. A brief description of each of these efforts is contained below:

1) School-to-Work Implementation Grant

In September 1995, Ohio received notice that it was one of twenty states to receive statewide implementation grants issued jointly by the U.S. Department of Education and the U.S. Department of Labor. Ohio's School-to-Work Plan includes several innovative efforts which were begun in vocational education including Individual Career Plans, Career Passports, and Work-based Learning Activities, such as student internships, mentorships, cooperative education, and apprenticeship programs. Staff in the Division of Vocational and Adult Education of the Ohio Department of Education were actively involved on the interagency team developing the School-to-Work Implementation Grant.

2) Goals 2000 Grant

In April 1995, Ohio submitted a Goals 2000 Plan to the U.S. Department of Education which was subsequently approved. Ohio's Goals 2000 Plan provides 80% of the funds through targeted competition to local school districts to improve student performance and several key academic areas which are necessary for successful entry and advancement into Ohio's rapidly changing workforce.

3) Ed-Flex Designation

In September 1995, the Ohio Department of Education received notification from the U.S. Department of Education that Ohio was one of six states selected to participate in the Flexibility Partnership Demonstration Program (Ed-Flex) established under the Goals 2000: Educate America Act. The Ed-Flex Program is a striking example of the new partnership that Washington is forming with states and communities to help every student learn and challenging standards. Ohio's selection gives it the authority to grant waivers to the requirements of federal education programs.

Ohio has the distinction of becoming the first of the participating states to be granted authority to approve waivers, not only for individual school districts and schools, but on a statewide basis.

Secretary Riley of the U.S. Department of Education stated in his correspondence of September 27, 1995,

> "Ohio has demonstrated its commitment to promoting flexibility, accountability, and effective innovation in order to approve teaching and learning. Moreover, the state has put forth a strong plan for using federal waiver authorities effectively. I am confident that Ohio, as an Ed-Flex partnership state, will exercise this authority in the manner that furthers the objectives of its comprehensive plan for educational improvement and provides accountability for results. As with the Secretary, before granting a waiver, Ohio must first determine that the underlying purposes of the statutory requirements of each affective programs will continue to be met."

Likewise, the state is expressively prohibited by statute from waiving requirements and programs related to 1) maintenance of effort, 2) comparability of services, 3) the equitable participation of students and professional staff in private schools, 4) parental participation and involvement, and 5) the distribution of funds to states and Local Education Agencies (LEA's).

4) Ohio's One-Stop Grants

Vocational education in Ohio has been an integral player in the development of Ohio's proposal for a Department of Labor One-Stop Career Center Grant. In the Ohio plan each local proposal must include mandatory and optional programs. Mandatory programs are D.O.L. funded initiatives. Optional programs include programs from vocational education, JOBS, adult education, and Board of Regent institutions. Three of the four optional programs must be included in all local proposals. Additionally, proposals are given extra points in the scoring system if all four optional programs are included.

Ohio's efforts to secure a federal One-Stop Grant culminated in a $7,000,000 award in June 1995. Subsequently, local implementation proposals were solicited and accepted. In August 1995 seven local implementation grants were awarded. In each case vocational education is included as one of the optional programs.

Vocational education has been involved with every step of the process including writing the initial grant and evaluating local applications. Members of the vocational education community currently serve on the Statewide One-Stop committee and several sub-committees.

5) Academic Integration Grant

In September 1995, Ohio was awarded a National Demonstration Grant from the U.S. Department of Education related to the integration of academic and vocational education. The grant combines the efforts of the Ohio Department of Education with The Ohio State University and four other universities. The project will design inservice and preservice activities to foster teacher externships and student internships. The project entitled, Work Site Learning SITE (student internships, teacher externships), will also develop model structures for formalizing student internships and teacher externships into Ohio's schools as well as incorporating development of these activities and inservice and preservice teacher education programs throughout Ohio.

III. Secondary, Postsecondary/Adult Occupational Programs, Services and Activities (Title II, Part C, Section 231-232)

A. Adults In Need of Training and Retraining

1. *Enrollment Data*

Enrollment data from FY95 shows the following students were served:

- A total of 76,756 adult students were enrolled in full-time vocational education programs.
- A total of 142,935 adult students were enrolled in part-time vocational education programs.
- A total of 5,875 adult students were enrolled in part-time apprentice vocational education programs.

The overall target goal of all adult vocational education services in Ohio is to provide training to the seven percent of the Ohio Civilian Labor Force that needs training each year. The overall target population is based upon the assumption all adults will need some type of retraining every 14 years. During FY95, 225,566 participated in some type of funded adult vocational education program.

Table 1 identifies the target adult population to be served.

TABLE 1 - Adult Population in Need of Training

	FY90	FY91	FY92	FY93	FY94	FY95(2)
Total Ohio Civilian Labor Force (Previous Year)	5,287,861	5,305,550	5,323,239	5,443,800	5,525,200	5,649,100
7% Target Goal for Adults Needing Upgrading (1)	370,150	371,389	372,865	381,066	386,764	395,437
Total Adult Students Served	317,263	308,018	238,816	224,141	232,326	225,566
% of Ohio Civilian Labor Force Served	5.91%	5.81%	4.49%	4.12%	4.20%	4.00%
Unserved Adults Below 7% Goal	52,887	63,371	134,159	156,925	154,438	169,871

(1) Constant state goal based upon need for retraining every 14 years
(2) July 1995, OBES Labor Force Estimates

Distribution of Adult Students

The distribution of adult students served by type of program is depicted in Table 2 and Figure 1.

Adult vocational education's mission has been to provide a full range of services to all adults. This full range must include supplemental, preparatory and customized training, as well as client (student) support services. Such services are obtained through cooperation and linkage with other public and private sector agencies. Services other than skill training provided to the adult student have included adult basic education, financial aid, high school diploma programs, child care, and transportation.

The full range of services are designed to meet both business/industrial and personal needs as they relate to employment or re-employment. Many programs are designed to serve special and/or targeted populations, as well as the general population. The next sections give examples of these programs.

FIGURE 1

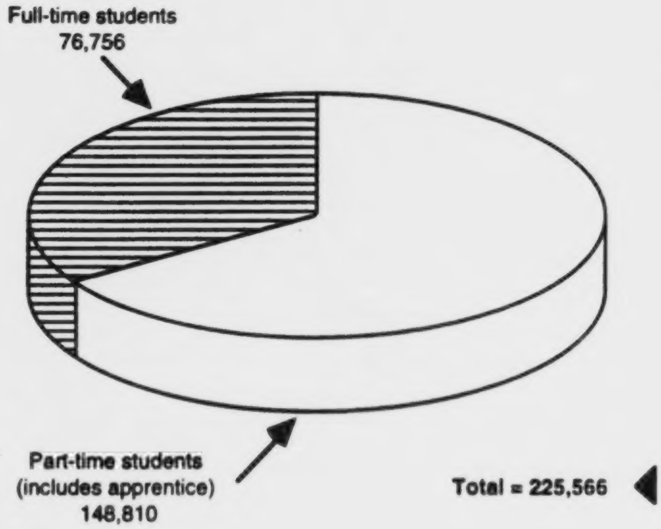


TABLE 2 - Distribution of Adult Students by Type of Program

Fiscal Year	FT Adult	PT Adult	CBO	Total
FY95 Actual	76,756	148,810	N/A	225,566
FY94 Actual	81,367	150,959	N/A	232,326
FY93 Actual	70,428	151,470	2,243	224,141
FY92 Actual	68,343	169,983	490	238,816
FY91 Actual	72,456	211,816	N/A	308,018
FY90 Actual	78,743	217,813	N/A	317,263
FY89 Actual	69,908	215,707	N/A	306,930
FY88 Actual	76,187	222,104	N/A	318,442
FY87 Actual	70,089	216,527	N/A	307,549

*Includes individuals in apprenticeship programs:

FY95–5,875 FY92–5,685 FY89–6,391
FY94–7,072 FY91–6,241 FY88–6,656
FY93–7,093 FY90–6,698 FY87–6,312

2. *Family Life*

The Family Life Education program serves disadvantaged adults in urban and rural areas. Participants attend classes to help them strengthen personal, family, interpersonal and parenting skills. The program includes consumer management and nutrition skills. A program focus is parenting education through primary prevention and early identification of developmental problems and intervention with infants, toddlers, and preschoolers. Referrals are made when necessary to appropriate agencies.

- In FY95, 9,479 adults participated in Ohio family life education programs.
- In FY95, 1,977 children ages 0-5 participated.

3. *Displaced Homemaker*

The Displaced Homemaker program is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning. The program provides participants with supportive instruction and services to help them cope with their new life situation, to overcome barriers preventing them from becoming independent, and to acquire marketable skills.

- In FY95, displaced homemaker programs served 1,624 full-time students.
- There are 36 coordinators of displaced homemaker programs.

4. *Public Safety*

- In FY95, Public Safety services trained over 15,427 fire fighters, 25,904 emergency medical technicians and paramedics and 1,722 peace officers.

5. *Farm Business Planning and Analysis*

The Farm Business Planning and Analysis Program (FBPA) provides an in-depth instructional procedure for teaching farm management to full and part-time operators and managers. The program is designed with a continuing course of study. This approach provides a realistic and logical procedure to help farm operators learn the pertinent facts about their farm business and to help farm operators, with assistance from the FBPA instructor, make yearly plans and adjustments to the changes in the agricultural economy. A computer analysis of farm records and on-site instruction are integral parts of the FBPA program. Once the analysis of the farm records is made, the farmer has a sound basis for farm management decisions. In FY95, the FBPA program served 2,192 farm operators. There are 26 teachers of FBPA.

6. *Work and Family (Adult)*

The Work and Family Program is designed to help employees be more productive in both their work and family life. This is accomplished through work-site seminars tailored to the needs of the individual company or organization. Seminars are offered on a variety of topics, but are focused on strengthening personal, family and interpersonal relationships, parenting skills, and management skills.

7. *Transitions*

For the dislocated and/or unemployed worker, the focus of the Transitions Program is to provide pre-employment and career transition instruction in the areas of resource management, employability, and job readiness.

8. *Family and Consumer Sciences*

Family and Consumer Sciences adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills in the work of the family including:

- management of work and family
- family economics
- consumer education

9. *Program Coordination Activities*

The coordination of activities with other public and private sector agencies is an integral part of the planning and effective use of resources. Examples of such coordination include:

- Single Parent Homemaker Grants provided occupational training and support services to the target populations.
- Through family life programs there was active coordination with other agencies.
- Automotive technicians requiring new technological advances in the automotive industry were trained through the cooperative efforts of General Motors, Ford, Chrysler and the trade and industrial education service.
- Each of the adult full-time units had advisory committees consisting of community business people. These were reviewed and documented during the MaPP review and through opening, closing and follow-up reports.
- Full-time adult programs were based upon labor demand statistics provided by the Ohio Occupational Information Coordinating Committee.
- Full-time adult programs utilized materials developed via the JTPA entrepreneurship project at the National Center for Research in Vocational Education.

10. *Full-Service Adult Centers*

In an effort to be more responsive to the needs of business and industry, the Division of Vocational and Adult Education designated 14 school systems on August 21, 1987, to function as Adult Vocational Education Full-Service Centers. In FY88 the number increased to 21. In FY89 the number increased to 27 and remained at 27 in FY90, FY91, and FY92. In FY93 the number increased to 32. In FY94 the number increased to 35; and in FY95 the number reached 37. The purpose of the centers is to provide business and industry a cost-efficient, educationally sound way to train and upgrade the skills of their personnel. The 37 designated VEPD centers include:

Akron Public Schools
Apollo Career Center
Auburn Career Center
Butler County, D. Russel Lee CC
Cleveland City
Columbiana County JVS
Columbus Public Schools
Eastland Vocational School
EHOVE Adult Career Center
Gallia-Jackson-Vinton JVSD
Great Oaks JVS
Greene County Career Center
Licking County JVS
Lorain County JVS
Madison Local Schools (Richland Co.)
Mahoning County JVS
Medina County Career Center
Miami Valley Adult Vo-Tech Center
Mid-East Ohio Vocational School
Ohio Hi-Point JVS
Penta County JVSD
Pickaway-Ross Vocational Center
Pioneer JVS
Polaris Career Center
Portage Lakes Career Center
Sandusky City
Springfield Clark JVS
Scioto County JVS
The Adult Education Center,
  Tri-County Vocational School
Toledo City Schools
Tri-Rivers Center for Adult Education
Trumbull County JVS
Upper Valley JVS
Vantage JVS
Washington County JVSD
Wayne County Schools Career Center
Youngstown City Schools

In October 1991, Ohio's Full-Service Centers were designated by the U.S. Department of Education as meeting the concept of skill clinics for a nation of learners. Each full-service center/skill clinic provides one-stop service, coordination of other agencies, assessment, referral and career counseling.

The full service centers continue to offer multipurpose facilities to provide skill training, retraining, and upgrading programs to Ohio agriculture, business, industry, and labor. The centers continue to offer adult basic education, GED testing, career assessment, child care services, employability and job readiness skill training, as well as a variety of supportive services. The centers work directly with business, providing customized programs. These services are offered by Ohio's public school system and are available to the entire adult population.

11. Types of Vocational Institutions Offering Postsecondary Vocational Education Programs

- In FY95, full-time adult postsecondary vocational education programs were offered in 84 school districts and 126 school buildings.
- In FY95, part-time adult postsecondary vocational education programs were offered in 177 school districts and colleges and 216 school and college buildings.
- In FY95, technical associate degree vocational education programs were offered in 50 public colleges, as indicated from Integrated Postsecondary Education Data System (IPEDS) surveys in the Fall of 1995.

12. Examples of Linkages with Business and Industry Can Be Demonstrated by Examples of Direct Training

Respiratory Therapy Technician Program
Lawrence County JVS

The Respiratory Therapy Technician Program is a 1500 clock hour program with 560 hours of clinical practices conducted on site in cooperation with six local area hospitals. The program is approved by the National Board for Respiratory Therapy. Graduation enables the student to complete an additional year of internship and take the National Certification Examination for Respiratory Therapy as well as the State of Ohio Certification Board Exam.

Each class averages approximately 26 students with a completion rate of 96%. The placement rate is 100% with an average starting wage of $12.00 per hour. The program has an articulation agreement with Marshall University, enabling graduates to complete an additional year to earn an associates degree.

Ford ASSET
Portage Lakes JVS

The Ford Motor Company's ASSET program is a two-year technical program leading to an associate degree in Technical Studies in Automotive Technology from the University of Akron. This exciting program is a joint venture between Ford, Portage Lakes Career Center, the University of Akron's Community and Technical College, and Ford and Lincoln-Mercury dealers.

Portage Lakes Career Center provides technical training on Ford vehicles and components, instruction in automotive courses, and hands-on professional experience. The University of Akron provides college courses of a general, basic and technical nature. Ford ASSET is a co-op program, you are employed by a sponsoring Ford or Lincoln-Mercury dealer.

B. Secondary Programs

- In FY95, a total of 322,628 students were reported or enrolled in vocational education programs, classes and evaluation services.
- In FY95, a total of 94,632 students were enrolled in secondary vocational education occupationally specific programs or occupational work experience programs. This represents an increase of 4,155 students or 4.5%.
- In FY95, a total of 39,801 occupationally specific vocational education students were also enrolled in a correlated math course, correlated English/language arts course, and correlated science classes. This represents an increase of 1,145 or 3.0% over FY94.
- In FY95, a total of 179,896 students were enrolled in secondary family and consumer sciences programs (i.e., work and family programs).

- Full enrollment counts are continued in Appendices A and E.

Types of Secondary Institutions Offering Vocational Education Programs

- Ohio's 661 local, exempted village, city, and joint vocational school districts operated under 94 Vocational Education Planning Districts in FY95.
- Vocational education programs were offered in 601 school districts (including joint vocational schools and institutions) in 1,106 school buildings.

C. Local Expenditures of Funds Under Title II, Part C for Secondary, Postsecondary, and Adult Services and Activities

In compliance with section 114(a), of P.L.101-392, the State Board of Education determined the amounts and uses of the funds proposed to be reserved for secondary and postsecondary education under Title II, Part C, section 102(a)(1) after consulting with the Ohio Board of Regents (OBR). The proposed proportioning between secondary and postsecondary education was also shared and discussed with eligible recipients during the seven regional Local Education Area Planning (LEAP) meetings held in December, 1994.

The State Board of Education distributed Part C funds to secondary schools in compliance with the general rule formula in section 231(a). Funds were distributed to vocational education planning districts which completed the planning and accountability components identified in the VEPD Strategic Plan. 85% of the Part C funds are reserved for this purpose.

The State Board of Education distributed Part C funds to adult and postsecondary education in compliance with special rule for minimal allocations in section 233(a). Per the requirements of section 233(b), the minimal amount means not more than 15% of the total amount made available for distribution under Part C. A total of 60% of the 15% minimal amount for postsecondary education was allocated to serve vocational education full-time adult education programs operated in Ohio school districts. A total of 40% of the 15% minimal amount for postsecondary education was allotted to serve occupationally specific associate degree programs in Ohio's community colleges, technical colleges, and university branch campuses. Both types of postsecondary grants are designed to assist programs serving the highest numbers of economically disadvantaged individuals.

An analysis of the FY95 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics.

1. Adult Postsecondary Grants

Only 2.79% of the grant dollars were used for local administration	$77,894.04
Only 2.49% of the grant dollars were used to purchase equipment	$69,372.14
A total of 38 of the 44 eligible recipients (86.4%) spent no funds on equipment.	
A total of 27.00% of the grants dollars were used to provide career development/career guidance related activities	$752,495.02

2. Secondary Grants

Only 3.33% of the grant dollars were used for local administration	$887,914.55
Only 3.59% of the grant dollars were used to purchase equipment	$959,333.21
A total of 57 of the 97 eligible recipients (58.77%) spent no funds on equipment.	
A total of 21.15% of the grant dollars were used to provide career development/career guidance related activities	$5,647,450.95

3. Postsecondary Associate Degree Grants

- Only 2.17% of the grant dollars were used for local administration $38,117.53
- Only 7.6% of the grant dollars were used to purchase equipment........... $133,814.96
- A total of 17 of the 26 eligible recipients (65.38%) spent no funds on equipment.
- A total of 31.24% of the grant dollars were used to provide career development/career guidance related activities........................... $549,746.84

IV. Single Parents, Displaced Homemaker, and Single Pregnant Women (Title II, Part B, Section 221)

In FY95, Ohio used the Single Parent, Displaced Homemaker, and Single Pregnant Women set-aside monies to fund four program grants. These grants included the Displaced Homemaker (DH) Grant; Graduation, Occupation and Living Skills (GOALS) Grant; the Comprehensive Support Services (CSS) Grant and the Ventures in Business Ownership (VBO) grant for single parents, displaced homemakers and single pregnant women. The major focus of these grants was to reduce the barriers to education and employment this population experiences, and to assist them in obtaining marketable skills to enable them to support themselves and their family members.

A. Program Initiatives

1. *Displaced Homemaker*

The Displaced Homemaker Grant is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning through education, training, and support services. The program emphasizes personal development, career exploration, employability and resource management skills. In addition, program standards developed for all programs statewide place particular emphasis on program completers entering job training programs and employment where program completers can expect to become economically self-sufficient.

The Displaced Homemaker Grant served a total of 1,652 participants in FY95. Prior to enrolling in the program, the participants identified multiple barriers to completing their education or gaining employment, which included:

- 56.5% lacked work skills
- 48.2% lacked work experience
- 36.9% reported having problems securing adequate child care
- 20.3% had transportation problem or lacked a driver's license
- 48.7% lacked money for tuition, child care, or transportation

Of the 1,652 displaced homemaker grant participants, the CSS Grant assisted 32.6% with tuition dollars, 20.5% with transportation monies, and 9.5% with dependent care expenses.

2. *Graduation, Occupation and Living Skills (GOALS)*

The Graduation, Occupation and Living Skills (GOALS) Grant enables single parents and homemakers with dependent children who have dropped out of high school to obtain a GED, attain job skills, function as a responsible parent, and become economically independent. The GOALS programs statewide served 323 program participants in FY95.

Prior to enrolling in the program, the participants identified multiple barriers to completing their education or gaining employment, which included:

- 95% had no high school diploma or GED
- 92% were not working
- 49.5% lacked transportation or had no driver's license
- 44.2% lacked work experience
- 53.8% reported problems with securing adequate child care

Of the 323 GOALS program grant participants, the CSS Grant assisted 24.4% with transportation assistance, 21.9% with child care expenses, and 16.4% with tuition benefits.

After receiving programmatic and support services, the GOALS program participants achieved the following:

- 92% enrolled in ABE/GED
- 14.8% entered employment
- 12% earned their GED, high school diploma or returned to high school
  (Note: Program participants outcomes may be counted more than once.)

3. *Comprehensive Support Services (CSS)*

The Comprehensive Support Services (CSS) Grant provides dependent care, transportation assistance, tuition, and nontraditional occupational entry expenses to single parents, displaced homemakers, and single pregnant women with the greatest financial need. The goal of the CSS grant is to enable this population to become economically self-sufficient through job training and eventual employment.

Adult Participants in the CSS Grant:

- 97.4% were females
- 74.3% were between ages 22-44
- 57% had a high school diploma or GED
- 79.7% were not employed
- 40.6% reported problems with securing adequate dependent care
- 41.5% lacked work experience
- 54.7% lacked work skills
- 20.4% reported problems with transportation

Depending on the participants' need and availability of resources, the adults participating in the CSS grants received the following support during FY95:

- 43.7% received transportation assistance
- 72.1% received tuition assistance
- 36.2% received educational materials
- 17.5% received dependent care

These supportive services enabled this population to enroll in needed job training and to eventually enter employment upon completion of training. Program outcomes for adults receiving CSS for FY95 include:

- 66% enrolled in job training, and of those enrolled;
- 49% completed their job training program,
- 48% were currently enrolled in training programs at the close of the fiscal year

Secondary Participants in the CSS Grant:

The CSS grants served a total of 379 secondary students (grades 7-12) statewide in FY95. The goal for the secondary students participating in this grant is for the students to complete their high school education and to gain occupational skills that will enable them to become economically independent. Some highlights about the secondary CSS grant participants at their entry into their program include:

- 98.6% were female
- 18.5% were enrolled in grades 7-10
- 81.5% were enrolled in grades 11-12
- 73.6% were living in poverty
- 28% had jobs along with school and parenting responsibilities
- 18% lived in separate households, apart from parents/guardians
- 69% received service through WIC

Depending on the participants' need and availability of resources, the secondary students participating in the CSS grants received the following support during FY95:

- 35% received child care and travel assistance
- 53% received child care assistance only
- 10% received travel assistance only
- 367 dependents (children) received care while the secondary student attended school

These supportive services enabled this population to complete their schooling and to enroll in needed job training in order to eventually enter the workforce. Program outcomes for secondary students receiving CSS for FY95 include:

- 34.3% graduated from high school
- 42% were promoted to the next grade level, are currently enrolled, or transferred to another school
- 10% dropped out of school *(compare to the 60% national dropout rate for teen parents)*
- 79% of the 11th and 12th graders served were enrolled in vocational job training programs that will enable them to become economically independent upon entering related employment

4. VBO

The Ventures in Business Ownership (VBO) is a program designed to assist single parents, displaced homemakers and single pregnant women explore the option of business ownership and to develop a plan for starting a business. A total of 229 students enrolled in the program in FY95 at 9 full service sites. Demographics of the population at program enrollment were:

- 86% were female
- 69% were between the ages of 22 and 44
- 73% were white
- 11% had no high school diploma or GED
- 42% had a high school diploma or GED
- 31% were on welfare

At the end of FY95, VBO participants accomplished the following:

- 31% completed the VBO program and started a business
- 41% completed the VBO program but had not yet started a business
- 34% of the program completers increased their personal income
- 10% of the program completers dropped all or some public assistance
- 7.8% of the program completers became economically self-sufficient
- 13% of the program completers enrolled or became employed in a nontraditional occupational area

B. Achievements and Services for Single Parents, Displaced Homemakers and Single Pregnant Women

Ohio developed and published an annual report on the impact of the single parent and displaced homemaker projects funded through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. In summary, the secondary recipients increased their attendance and graduation rates and the adult recipients showed significant gains in employment.

A conference for new GOALS and Displaced Homemaker Coordinators was held in late October. Seven new coordinators were in attendance at the meeting.

A statewide Displaced Homemaker Conference was held October 12-14 at the Bergamo Center in Dayton. "Preparing a Winning Grant" was the pre-conference topic and the session was widely attended by Displaced Homemaker coordinators. Phyllis Martin, a national speaker and long time employee of Proctor and Gamble was the key note speaker for the conference and talked about setting goals for "Your Next 4000 Days." Other topics presented at the meeting included "Self-esteem", "Exercise and Fitness", "Healthy Touch" and "Women and Investing in the 90's." The conference was attended by 90 participants and the conference evaluations were very positive.

A DACUM was developed for the Displaced Homemaker Coordinators by a seven member committee in February. The coordinators spent two days at The Ohio State University identifying the tasks they complete yearly and prioritizing activities within those tasks. The DACUM was then mailed to Displaced Homemaker Coordinators across the state to assist them in the development and continuation of their program.

A new directory which identified the Displaced Homemaker Coordinators from across the state and two displaced homemaker coordinator newsletters were published in FY95. Coordinators use this information when referring clients to one another and in keeping up with legislation impacting on their clients.

The Displaced Homemakers and GOALS coordinators participated in the Postsecondary Adult Vocational Education (PAVE) Instructors Conference on April 7 in Columbus. The coordinators had the opportunity to hear a variety of speakers on the adult student as well as meet as a group to discuss their own issues.

C. Success Stories

1. Comprehensive Support Services (CSS) Secondary

Delaware JVS - During the month of February, an administrator approached me with a possible pregnancy in the senior class. I made contact with the referred student. Upon meeting her, I found out that she was already seven months pregnant, but hardly showing....easily disguised in an over-sized sweatshirt and sweat pants. She had not told anyone about her pregnancy, and had not received any prenatal care. She was embarrassed and didn't want her friends and parents to know. I asked about her boyfriend situation and she indicated that there was none....only a one night stand! Her immediate thoughts were to drop out of school and go to her aunt's in another state to have the baby.

I spent two class periods introducing her to the GRADS program and offering her child care and transportation reimbursement through our CSS grant. I tried to make her realize that she was a senior with only three months of school left....stressing the importance of a high school diploma for both her and her child. I also encouraged her to tell her parents and take ownership of her pregnancy and her unborn child. I stressed that this would change her life, but it could be done and that I would be there to support her and to teach her all I could in a short time.

Her parents were very shocked, but supportive. Her baby was born in early March. Upon completion of home instruction, it was difficult for her to come back to school. She felt like she had to work every waking hour to provide for her baby. After a phone conversation, I realized a home visit was necessary to restate reasons she should return to school and get her high school diploma.

With the help of the CSS grant for child care and transportation, she was able to work a 20 hour a week and graduate from high school last week.

Miami Valley Career Technology Center - A junior teen parent, encouraged by her GRADS teacher at her associate school, enrolled in our Auto Tech Prep program for this year. The only girl in her class, she was elected class president and has been recognized by both her peers and instructors as being a strong leader. Early this spring, she "job shadowed" at the Saturn dealership close to her home. The management team there was so impressed with her that she has been offered a summer job there with hours that will allow her to spend weekends with her son. In addition, providing she is successful, she has been promised that she may continue the position as a "co-op" job for her entire senior year. Starting wages are not especially high, but she knows the wage structure has promise as her skills increase and the employer acknowledges her expertise and work experience.

Penta County Vocational School - Christy has been enrolled in GRADS for two years and has received the CSS Travel Allowance for one and a half years. She is a special needs student with a learning disability. This year, she will graduate with a vocational job certificate in welding. As a student enrolled in a nontraditional program, she has overcome many barriers in order to complete the program successfully. Without the travel assistance, she would not have been able to have an attendance rate of 95% this year. She has sent numerous resumes and hopes to obtain employment in the area of welding in the near future.

2. *Comprehensive Support Services (CSS) Adult*

Miami Valley Career Technology Center - Connie was a 41 year-old, unemployed single parent on Human Services benefits when she entered the HVAC program through the CSS program. She was confronted with the usual transportation and financial challenges that all single parents are faced with. She has completed the HVAC program, an outstanding student, with perfect attendance until her early placement. Connie was always very receptive and responsive to guidance and assistance, as well as grateful. In October, 1994 she was hired as a Maintenance Trades Helper at FSE on Wright-Patterson Air Force Base, with starting wages of $10.54 per hour and 40 hours per week. Her response is continually: "This is the best job I have ever had!" Connie has sent thank you notes to CSS coordinators, adult support staff, and the MVCTC superintendent thanking everyone who has assisted her with vocational training and placement. It is very rewarding to talk with Connie. We at MVCTC are so proud and excited for Connie, a very deserving success story.

Madison Local Schools - Beth enrolled in the Automotive Technology Program in 1992. She excelled in the course and worked diligently to gain new skills. Throughout the three years it took Beth to complete the course, she conquered the challenges of pregnancy and surgery. In February, 1995, she became the first student to complete our newly approved ASE Certified Automotive Technology program and is employed at Met's Auto Parts store. She currently works 50+ hours per week and has become economically self-sufficient eliminating all dependence from public assistance.

Great Oaks JVSD - Janet is a single parent who completed the Aviation Maintenance program last year with the assistance of two years of child care stipends. She was hired full-time at Airborne Express in Wilmington and was making $15.35 per hour when she left that job. She then pursued a job with Monsanto in Cincinnati as a chemical operator. She was told that her Aviation Maintenance training is what qualified her for the job, and she began at a salary of $40,000 per year. With overtime, she will be making an annual wage of $45,000-50,000. Janet thanks everyone for the assistance she received from the CSS grant.

3. *Displaced Homemaker (DH)*

Apollo JVS - Jean, a 27 year-old single mother supporting 3 children (2 of her own, 1 child of her deceased sister) ranging in age from 5 to 6 had not worked outside the home for 7 years. (She has also been responsible for raising another sister's 2 children while the sister served in the armed forces and was stationed in Beirut for several months.) She lived in subsidized housing and received food stamps and ADC in addition to social security benefits. When she entered the Workforce 2000 (DH) program at Apollo, she had already earned her GED and knew that traditional office work did not interest her, nor could she support her family on secretarial wages. Since she had always enjoyed working with her hands and fixing things, she enrolled in Apollo's Building Maintenance Program Fall

Quarter of 1994. With financial assistance from PELL, JOBS, and JTPA, Jean attended classes from 6-10 PM Monday through Thursday for nine months. Jean has now completed her training and earned her certificate. During her last quarter of classes (May 1995) she landed a maintenance job with the County Department of Human Services. She now brings home a paycheck instead of working off her welfare through CWEP. She is well on her way to becoming self-sufficient.

Columbiana County Career Center - Tammie is a divorced mother of four children ages 12, 10, 8 and 7. The family has been on public assistance and living in public housing for three years. According to Tammie, her "hopes, dreams and self-esteem slowly disappeared." Then she read about the Career Development (DH) program in the Columbiana County Career Center brochure and decided that is what she needed. From day one, Tammie enjoyed the program and learned skills to handle life in a positive way. Tammie also learned through career exploration that she could pursue her longtime dream of becoming a truck driver. Things started to fall into place as she completed course assignments to visit the school she was considering and to register with JTPA for training assistance. Tammie also attended a PREP program at the Career Center to improve Math/English skills and to learn some computer skills. Tammie entered the next available course at the TDDS Truck Driving School. Dedication and persistence were required to drive the two hours each day for school, make arrangements for her children's care, study and maintain all the normal responsibilities of single parenthood. Tammie's persistence in reaching her career goal is paying off, as she has passed all the required written tests and has entered the driving phase of the program - the part she totally loves! In a short time, Tammie will be working and off all public assistance - a dream she knows she will achieve!

Thanks to the cooperative efforts of JOBS, JTPA, the displaced homemaker program and her own abilities, Tammie is on her way to living her dream!!

EHOVE Career Center - Karen was sent by Human Service JOBS for evaluation in 1991. She tested in health services and attended a technical school receiving her nursing education in the summer of 1994. She was ordered to "New Life" Options before taking her state test in order to learn work ethics and employability skills as well as stress management and assertiveness. Karen passed her test and became a Licensed Practical Nurse. She was immediately employed and called to express her thanks for the employ ability skills learned. She wrote six months later to say she had discontinued all benefits and was supporting her family.

4. *Graduation, Occupation & Living Skills (GOALS)*

Toledo City Schools - Elizabeth was 16 years old when she enrolled in the GOALS program in September. She and her 7 month old daughter, Gretchen, had just moved to Toledo from Dayton. She enrolled in a high school in Toledo only to drop out because of child care problems and lack of a support system since she was new to town. In the GOALS class, Elizabeth set goals for herself. She decided she wanted to get her GED, then enroll in the Toledo School of Licensed Practical Nursing. In January, she took the GED test and passed it with flying colors. She was in the 98 and 99 percentiles for writing and math respectively. Elizabeth has enrolled in the LPN program and is doing well!

We had reported last year about Laquell, who at 16 had 2 children and received her GED after completing the GOALS program. Presently she is enrolled at University of Toledo's Community and Technical College (Com Tech); and is employed by the university in the work study program. The GOALS classes take field trips on a regular basis to tour Com Tech and each time Laquell has been a guest speaker. She has provided inspiration and motivation to our present classes.

Springfield City Schools - Kristy, 17 years old, enrolled in GOALS after dropping out of school last spring having given birth to a 2 month premature baby. She drove 15 miles each day, using her own and her family's resources to attend GOALS. The day she turned 18, she entered GED and worked an hour or two each day in addition to attending GOALS.

She completed GOALS in January and continued to work each day. By March, 1995, she was ready to take her GED test. She passed with flying colors and was a featured speaker at the ABLE Recognition Program in May. Kristy plans to attend Clark State Community College in the fall of 1995 to pursue her associate's degree in Forensic Science Technology. She then plans to transfer to Wright State University to earn her bachelor's degree. Her ultimate goal is to work in a crime lab. Throughout this year, Kristy's family has been there to support her financially (when they were able) and emotionally as she has made these great strides towards becoming economically independent some day in the future.

V. Sex Equity Programs (Title II, Part B, Section 222)

A. Students in Nontraditional Programs (Sex Equity)

The Division of Vocational and Adult Education has consistently defined nontraditional programs as those programs in which the base year enrollment percentage for one gender was between 75.1 percent and 100 percent. The FY86, FY87, and FY88 Annual Performance Reports used U.S. Department of Education 1992 base year calculations to determine nontraditional programs.

Under OMB memo number 1830-050 the U.S. Department of Education changed the definition of nontraditional vocational education program or course. The new definition for a non-traditional program or course for a student was one in which the majority (over 50%) of students are of the opposite sex.

In response to the above policy, Ohio and other states expressed concern the new definition failed to focus on the programs where sexual bias is most likely to exist. The U.S. Department of Education, therefore, returned the definition to those programs that have one gender enrollment making up 75.1 percent to 100 percent of total enrollment.

In compliance with the latest program memorandum Ohio has redefined "nontraditional" programs in Ohio using FY92 base year data. The following rosters list the taxonomies which are nontraditional for males and the taxonomies which are nontraditional for females for their district. The Clarification of Instructional Program (CIP) codes for associate degree institutions were revised in FY95 to conform to the standards of the Integrated Postsecondary Education Data Systems (IPEDS) changes. Each service area has been asked to continue its efforts to increase enrollment of students in programs which are nontraditional for their sex.

- In FY95, a total of 7,967 male students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 1,505 students over FY94.
- In FY95, a total of 5,034 female students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 538 students over FY94.
- In FY95, a total of 3,016 male students were enrolled in full-time adult vocational education programs nontraditional for their sex, which is a decrease of 320 students from FY94.
- In FY95, a total of 3,369 female students were enrolled in full-time adult vocational education programs nontraditional for their sex, which is an increase of 33 students over FY94.
- In FY95, a total of 1,821 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex, which is an increase of 955 students.
- In FY95, a total of 1,454 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex, which was a decrease of 301 students.

Secondary Programs Nontraditional by Sex

Nontraditional for Males

04.0200 Apparel & Accessories
04.1800 Recreation & Tourism
07.0101 Dental Assistant
07.0203 Medical Lab Assisting
07.0302 Practical (Vocational Nurse)
07.0303 Nurse Assistant
07.0305 Surgical Technician
07.0904 Medical Assistant

Nontraditional for Females

01.0100 Agricultural Science
01.0104 Farm Management
01.0200 Agricultural Supplies/Services
01.0300 Agricultural Industrial Equip. & Svcs
01.0400 Food Processing
01.0600 Natural Resources
01.0699 Environmental Management
01.0700 Forestry

Nontraditional for Males

07.0906 Community Health Aide
07.0913 Ward Clerk
07.0998 Diversified Health Occ
09.0201 Child Care Service
09.0202 Fabric Technology
14.0100 Accounting & Computing Occ
14.0105 Bank Teller
14.0300 General Office Clerical & Filing
14.0302 Clerical Services Clerk
14.0304 Agency Clerk
14.0399 Office Machines Operator
14.0400 Inf. Communication Occ
14.0402 Correspondence Clerk
14.0406 Medical Records Clerk
14.0499 Administrative Support Clerk
14.0700 Stenographic, Secretarial
14.0799 Medical/Legal Stenographer
14.0900 Typing & Related Occupations
14.9900 Miscellaneous Office
17.2602 Cosmetology
17.1100 Custodial Services
17.1200 Diesel Mechanic
17.1300 Drafting Occupations
17.1402 Power Transmission
17.1503 Electronics
17.1504 Communications Equip. Occupations
17.2004 Industrial Lab Assistant
17.2302 Machine Shop
17.2304 Metal Fabrication (heavy)
17.2305 Sheet Metal
17.2306 Welding & Cutting
17.2601 Barbering (see footnote)
17.2801 Fire Fighter Training (paid)
17.3000 Refrigeration Servicing
17.3100 Sm. Engine Repair & Internal Combustion
17.3601 Millwork & Cabinet Making
17.3602 Wood Pattern Making

Nontraditional for Females

01.9900 Other Agriculture
17.0100 Air Conditioning & Heating
17.0200 Appliance Repair
17.0301 Auto Body & Fender
17.0302 Auto Mechanics
17.0303 Auto Specialization
17.0304 Auto Tech
17.0400 Aviation Occupations
17.0401 Aircraft Maintenance
17.0600 Business Machine Maintenance
17.0801 Maritime Occupations
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electrical Trades
17.1004 Masonry
17.1005 Painting & Decorating
17.1007 Plumbing & Pipe Fitting
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1013 Resilient Floor Layer
17.1016 Mobile Home Service Maintenance

Work and Family Programs
Nontraditional for Males

09.0102 Child Development (parenting)
09.0103 Clothing & Textiles
09.0109 Housing & Home Furnishings
09.0194 GRADS (see footnote)
30.5004 GRADS Program

Footnote: The GRADS program serves teenage parents and pregnant teens. An analysis of the population indicates that a significant number of the fathers are out-of-school youth, which prevents the attainment of 25% enrollment equity in this program.
Footnote: The only Barbering program in Ohio is in an all male correctional facility of the Department of Youth Services.

An analysis of secondary instructional program codes by service area indicated the number of programs that were unbalanced by sex in FY92 baseline year.

- In agricultural education 0 of 13 secondary instructional codes were considered nontraditional for male students.
- In agricultural education 9 of 13 secondary instructional codes were considered nontraditional for female students.
- In marketing education 2 of 19 secondary instructional codes were considered nontraditional for male students.
- In marketing education 0 of 19 secondary instructional codes were considered nontraditional for female students.
- In health occupations 10 of 13 secondary instructional codes were considered nontraditional for male students.
- In health occupations 0 of 13 secondary instructional codes were considered nontraditional for female students.

- In home economics useful 5 of 15 secondary instructional codes were considered nontraditional for male students.
- In home economics useful 0 of 15 secondary instructional codes were considered nontraditional for female students.
- In home economics gainful 2 of 8 secondary instructional codes were considered nontraditional for male students.
- In home economics gainful 0 of 8 secondary instructional codes were considered nontraditional for female students.
- In business education 15 of 20 secondary instructional codes were considered nontraditional for male students.
- In business education 0 of 20 secondary instructional codes were considered nontraditional for female students.
- In trade and industrial education 1 of 47 secondary instructional codes were considered nontraditional for male students.
- In trade and industrial education 37 of 47 secondary instructional codes were considered nontraditional for female students.

Full-time Adult Programs Nontraditional by Sex

Nontraditional for Males

01.0101 Am P&C SM
04.1800 Rec & Tour
07.0101 Dental Assistant
07.0303 Nurse Assistant
07.0305 Surgical Technician
07.0399 Adult Nurse
07.0904 Medical Assistant
07.0998 Diversified Health
09.0201 Child Care
09.0295 Work & Family
09.0296 Multiple Goals
09.0299 Displaced Homemaker
14.0100 Accounting
14.0300 General Office
14.0700 Stenographer & Secretary
17.0200 Appliance Repair
17.2602 Cosmetology

Family and Consumer Sciences

09.0199 Family Life Adult

Nontraditional for Females

09.0205 Community & Home
17.0100 Air Conditioning
17.0301 Body & Fender
17.0302 Mechanics
17.0304 Auto Tech
17.0400 Aviation Occ
17.0401 Aircraft Mechanic
17.0600 Bus Machines Maintenance
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electricity
17.1004 Masonry
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1200 Diesel Mechanic
17.1300 Drafting
17.1503 Electronics
17.1701 Div Industry
17.1900 Graphic Occupations
17.2302 Machine Shop
17.2305 Sheet Metal
17.2306 Welding
17.2601 Barbering
17.2802 Basic Law
17.2814 Truck Driving

Nontraditional for Females

17.2903 Meat Cutting
17.3000 Refrigeration
17.3100 Small Engine
17.3400 Leather Working
17.3500 Upholstery

An analysis of full-time adult instructional program codes by service area indicates the number of programs that were unbalanced by sex in FY92 baseline year.

- In agricultural education 1 of 3 full-time vocational codes was considered nontraditional for male students.
- In agricultural education 0 of 3 full-time instructional codes was considered nontraditional for female students.
- In marketing education 1 of 4 full-time instructional codes were considered nontraditional for male students.
- In marketing education 0 of 4 full-time instructional codes was considered nontraditional for female students.
- In health occupations 6 of 9 full-time instructional codes were considered nontraditional for male students.
- In health occupations 0 of 9 full-time instructional codes was considered nontraditional for female students.
- In home economics useful 1 of 1 full-time instructional code was considered nontraditional for male students.
- In home economics useful 0 of 1 full-time instructional code was considered nontraditional for female students.
- In home economics gainful 4 of 7 full-time instructional codes were considered nontraditional for male students.
- In home economics gainful 1 of 7 full-time instructional codes was considered nontraditional for female students.
- In business education 3 of 5 full-time instructional codes were considered nontraditional for male students.
- In business education 0 of 5 full-time instructional codes was considered nontraditional for female students.
- In trade and industrial education 1 of 34 full-time instructional codes was considered nontraditional for male students.
- In trade and industrial education 29 of 34 full-time instructional codes were considered nontraditional for female students.

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code in FY92 Baseline Year. CIP codes were adjusted in FY95 to conform to new IPEDS standards.

Nontraditional for Males

01.0603 Ornamental Horticulture
02.0203 Animal Health
04.0501 Interior Design
06.0201 Accounting
08.0102 Fashion Merchandising
08.1104 Tourism
08.1199 Tourism & Travel Marketing
10.0101 Educational Media Technology
13.1204 Pre-elementary Education
15.0602 Food Processing Technology
19.0301 Family & Community Services
20.0201 Child Care & Guidance Mgmt
20.0202 Child Care Assistant
20.0203 Child Care Management
20.0299 Child Care & Guidance Mgmt
20.0404 Dietetic Aide/Assistant
20.0499 Food Production Mgmt

Nontraditional for Females

01.0201 Ag Mechanics, General
01.0204 Ag Power Machinery
01.0301 Ag Production, General
01.0304 Crop Production
01.0605 Landscaping
01.0607 Turf Management
02.0206 Dairy
02.0501 Soil Science
03.0403 Forest Products Processing Tech
03.0601 Wildlife Management
08.0601 Food Marketing, General
10.0104 Radio & Television Prod
10.0199 Communication Technology
15.0101 Architectural Technology
15.0201 Civil Tech & Other
15.0201 Civil Technology
15.0303 Electrical Technology

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code in FY92 Baseline Year (Continued)

Nontraditional for Males

22.0103 Legal Assistant
25.0301 Library Assistant
43.9999 Protection Services and Other
44.0701 Social Work, General
44.0701 Social Work, Other
51.0205 Sign Language Interpreting
51.0301 Community Health Work
51.0301 Mental Health/Human Ser & Other
51.0601 Dental Assisting
51.0602 Dental Hygiene
51.0704 Health Unit Management
51.0705 Medical Office Management
51.0707 Medical Records Tech
51.0801 Medical Assisting
51.0803 Occupational Therapy Assistant
51.0805 Pharmacy Assistant
51.0808 Veterinarian Assistant
51.0899 Health and Medical Assistant
51.0902 Electrocardiograph Tech
51.0907 Radiograph Tech
51.0908 Respiratory Therapy
51.0909 Surgical Technology
51.0910 Diagnostic Medical Sonograph
51.1003 Hematology Tech
51.1502 Mental Health Tech
51.1601 Nursing, General
51.1613 Practical Nursing LPN
51.1801 Ophthalmic Dispensing
51.1802 Optometry Technology
51.2306 Occupational Therapy
51.9999 Allied Health & Other
51.9999 Misc. Allied Health Service
52.0204 Office Supervising & Management
52.0401 Admin. Assistant/Sec. Science, Gen
52.0402 Executive Secretarial
52.0403 Legal Secretarial
52.0404 Medical Secretarial
52.0405 Court Reporting
52.0407 Information Processing
52.0408 Clerk-Typist/General Office
52.0499 Secretarial & Related Programs
52.0803 Banking & Financial Support Svcs
52.1001 Human Resources Management and Other

Nontraditional for Females

15.0304 Laser Electro-optic Tech
15.0399 Electrical & Electronic Tech
15.0401 Biomedical Equipment Tech
15.0403 Electromechanical Tech
15.0404 Instrumental Tech
15.0501 Air Cond., Heating, Refining
15.0603 Industrial Tech
15.0607 Plastics Tech
15.0699 Industrial Production
15.0801 Aeronautical Tech
15.0803 Automotive Tech
15.0805 Mechanical Design Tech
15.0899 Mechanical & Rel Tech & Other
15.1001 Construction Tech
15.9999 Engineering & Related Tech
31.9999 Parks & Recreation
41.0299 Nuclear Tech
43.0201 Fire Control & Safety
43.0299 Fire Protection & Other
46.0302 Electrician
46.0401 Building & Property Management
46.0499 Misc. Construction Trades &
46.0501 Plumbing & Steam Fitting
47.0201 Heating & Air Cond & Refrig
47.0303 Ind Equipment Maintenance
47.0401 Electromechanical Hydraulic
47.0603 Automotive Body/Repair
47.0604 Automotive Mechanics
47.0605 Diesel Engine Mechanic
47.0607 Aircraft Mechanical Air Frame
47.0608 Aircraft Mech Power Plant
48.0101 Drafting & Design Technology
48.0102 Architectural Drafting
48.0105 Mechanical Drafting
48.0507 Tool & Die Making
48.0508 Welding
48.9999 Precision Production
52.0205 Operations Management Other

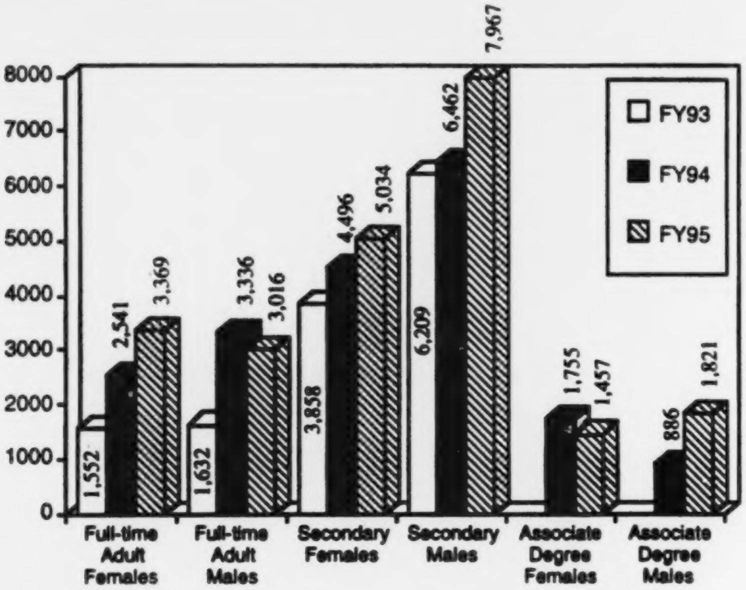
An analysis of occupationally specific instructional codes for Ohio's public associate degree institutions using the FY92 baseline year Fall IPEDS enrollment data indicates the numbers of instructional programs that were unbalanced by sex.

- A total of 66 of 252 CIP codes were considered nontraditional for male students.
- A total of 66 of 252 CIP codes were considered nontraditional for female students.

Enrollment in Programs Nontraditional for Represented Sex

The distribution of secondary, full-time and associate degree students in programs nontraditional for their sex is shown in Figure 2.

FIGURE 2



B. Program Initiatives

Three program grants were funded through the sex equity set-aside in FY95. The funded equity grants included Nontraditional Education for Teens Work (NETWork), Orientation to Nontraditional Occupations for Women (ONOW), and Promoting Access in Technical Education (PATE).

1. NETWork

Nontraditional Education for Teens Work (NETWork) is a one-year vocational education program for female high school students who are interested in exploring nontraditional careers and training programs. The typical NETWork student is considered high-at-risk, and has problems with poor grades, attendance, and low self-esteem. The goal of the program is to keep the student enrolled in school, build their academic and employability skills, and to enroll them in a nontraditional vocational occupational training program. The program was taught at six sites in FY95 with 97 students enrolling in the program and 79 students completing the program. Demographics of the population served:

- 81% completed the program
- 90% were between the ages 15 and 16
- 43% were African-American or Hispanic
- 18% were pregnant or parents
- 26% were court involved
- 84% were poor

Highlights from the program are:

- 73% of program completers enrolled in a vocational occupational training program in 1995-96.
- 44% of program completers enrolled in a nontraditional vocational occupational training program in 1995-96.
- 13.4% of program completers enrolled in general education or college preparatory program in 1995-96.

2. *ONOW*

Orientation to Nontraditional Occupations for Women (ONOW) is an eight-week vocational training program designed for economically disadvantaged women who wish to enter high wage, nontraditional occupations. The intensive 208 hour program prepares women for careers in construction, manufacturing service, or high tech areas. ONOW students participate in hands-on labs in at least five nontraditional areas. In addition, they participate in physical fitness classes three times a week, enhance their math, mechanical and spatial reasoning skills, and learn to use hand and power tools safely. Demographics of the population served:

- 387 females were served
- 30% were African-American, Native American, Hispanic, or Asian American
- 70% had a high school diploma or GED only
- 95% were single parents or displaced homemakers
- 81% were unemployed at intake
- 65% were on public assistance

Eight sites were funded at Adult Vocational Education Full-Service Centers in FY95 with the following outcomes:

- 43% employed in nontraditional jobs at an average wage of $8.92 per hour
- 38% enrolled in nontraditional job training programs
- 6% indentured into registered apprenticeship programs
- 13% enrolled in GED

Four sites were also funded at correctional institutions that serve adult females. The outcomes for these four sites are as follows:

- 254 females were served
- 223 or 88% completed the program
- 83% of program completers were placed into job training programs, GED classes, employment upon release or further counseling or treatment programs

ONOW Correctional Placement Outcomes:

- 39% GED classes
- 25% nontraditional job training program enrollment
- 22% further treatment or counseling
- 19% nontraditional work assignment within the institution
- 13% nontraditional employment upon release
- 7% traditional employment upon release
- 7% traditional job training programs
- 1% apprenticeship training programs

3. PATE

The Promoting Access in Technical Education (PATE) Grant is designed to assist students to become aware of and to enroll in technical education programs because of interest and ability rather than on the basis of gender. The purpose of the grant is to enroll, retain, and place students in technical education programs nontraditional for their sex. Four grants were funded in FY95. This was the final year of a two year grant.

Typical activities for this grant included:

- mentoring programs for nontraditional program enrollees at the technical college,
- career days to promote the occupation with high school students who would not typically enroll in the program, and
- printing of brochures and flyers to promote the nontraditional career.

C. Achievements and Services to Reduce Sex Bias and Discrimination

A sex equity newsletter was published four times throughout the year and distributed to all secondary and full-time adult vocational teachers, counselors, and administrators in Ohio. Each newsletter included a major article on an equity issue and strategies for recruiting, teaching and retaining nontraditional students. Equity grants from across the state were highlighted in the newsletters as well as information on pending legislation.

Two issue papers were also published in FY95. The papers entitled, "Addressing Sex Discrimination and Sexual Harassment: Your Responsibilities as an Educator" and "Risk and Resiliency in Adolescence" were developed to assist vocational educators to put policies and strategies in place that will result in a more equitable learning environment for all students.

A series of five posters on sexual harassment were distributed to all Ohio vocational education teachers, administrators and counselors in FY95. The posters were designed to help students determine the difference between flirting and harassment and the steps to take to stop sexual harassment. A brochure was developed to accompany the posters that outlined the laws on sex discrimination and included case studies that were applicable to the vocational classroom. The posters have been very popular among teachers and students.

On November 16 and 17, the ONOW and NETWork Coordinators met at Deer Creek State Park for a two day inservice. Topics covered at the meeting including cooperative learning and techniques to improve self-esteem. Richard Clark and Oz Hibbard were the two inservice speakers and were well received.

In-depth Inservice was presented to 100 different groups in FY95. The presentations were on five topics including "Equity and Excellence," "Sexual Harassment," "Motivating Your Students Through Equitable Teaching Strategies," "Recruitment and Retention of Nontraditional Students", and "Math, Science and Technology." Most of the sessions were presented at the local school district level with direct contact and involvement from the vocational occupational instructors.

Eight regional inservices were held for personnel from the Ohio Bureau of Employment Services, Ohio Department of Human Services, and JTPA to orient them to the opportunities in nontraditional careers. Individuals attending the meetings worked directly with clients to assist them in selecting additional training or a job. The hands-on inservice sessions, held at eight vocational education schools, were well received by the regional personnel and should assist in the movement of clients into nontraditional careers.

Seven Sex Equity Liaisons met in Columbus on January 24-25 to develop a DACUM (an outline of the responsibilities and duties) for the VEPD liaison position. Eight major categories of responsibilities were outlined with several levels of duties within those categories. The DACUM was then mailed to all 103 VEPD Sex Equity Liaisons for their use at the local level.

The Nontraditional Enrollment Through Association Teaming (NEAT) grant awarded to the Eastland Joint Vocational School District was designed to assist vocational education and business and industry to increase their networking and collaboration. Contact lists with names and phone numbers of educational institutions and business and industry were developed and distributed regionally. In addition, a *"speakers kit"* was developed to be used by teachers and business and industry representatives when addressing prospective students about career opportunities in manufacturing, transportation, construction and health occupations. The grant culminated with a joint meeting of business, industry and education representatives discussing how they can better link together to recruit, retain and teach students in the manufacturing, transportation and health industries.

On June 15-16, 1995 a total of 20 ONOW and NETWork coordinators met for a two-day inservice at Salt Fork State Park. Topics covered during the conference included working with students who have emotional and behavioral problems, gang membership and violence, and recruitment and retention strategies.

The ONOW coordinators met during the Adult Instructor's Inservice on April 7, 1995. 1995. Speakers addressed recruitment and retention, adult learner needs, building business partnerships, team building and high impact presentations.

A special Rosie the Riviter luncheon was held to recognize outstanding NETWork and ONOW graduates on June 23, 1995. Over 120 students, coordinators, school administrators, employers and families heard stories of graduates who overcame grim barriers in their quest to become economically self-sufficient. The ONOW and NETWork coordinators also recognized employers in their area who have shown support for the programs by hiring graduates, donating tools and equipment, participating on advisory committees, and providing the opportunity for students to gain hands-on experience at their training facility or work sites.

Staff reviewed current practices in administering the equity programs, including programming, accountability, grant development, and made revisions as appropriate. General emphasis of the grants continues to be on high impact, hands-on programs.

D. Exemplary Programs

1. *NETWork*

The statistics from the NETWork program at EHOVE JVS demonstrates why this program is so special. All 18 of the students who entered NETWork program in the fall of 1994 completed the program. Attendance problems are typical for NETWork students, but for the 1994-95 school year, EHOVE's students had an average attendance rate of 91.7%. All 18 students enrolled in vocational occupational training programs for 1995-96 and of those, 13 were enrolled in nontraditional training programs such as auto body, carpentry, and welding. These students also showed significant gains in their reading and mathematics scores. At the completion of the program, students reported better attitudes toward school, attendance and grades. Most stated that they felt better about themselves and were more confident.

"Sandy" came to the NETWork program at Lakewood City Schools with many family problems. Her school attendance had been poor and her family had severe problems with alcoholism and drug abuse. During the school year, Sandy ran away from home and became involved in the juvenile court system. Her NETWork teacher, Lisa Bruening, thought she had lost Sandy forever. However, Sandy came back to school, started attending family counseling sessions, became involved in Al-Anon and Al-A-Teen, and chose to enroll in welding for her junior year. In spite of the fact that some of her friends dropped out of school, Sandy stayed in school and now she loves welding. Her welding teacher says she's doing a great job, and her NETWork teacher is very proud that Sandy chose to become a success instead of a victim.

2. *ONOW*

"Teresa" was employed as a housekeeper earning $5.25/hr when she enrolled in the ONOW program at Butler County JVS. She was hesitant to enroll because it meant that she would have to give up her job during the day. However, during the program she had perfect attendance, scored highly on all her tests, and significantly improved her physical fitness. Because of her gains in physical fitness and her positive attitude, she was hired at Roadway Trucking as a dock worker and now earns $14.45 per hour. After being hired, she called her local ONOW coordinator, Judy Suding, and said, "See Judy, I made the right decision when I quit my $5.25/hr job: now I'm making double that!" This will make supporting her four children much easier and will make her efforts more rewarding.

"Aleesha" lives in a very poor neighborhood, is a single parent of one child, and was on public assistance when she learned about ONOW through the Booker T. Washington Advisory Committee. Aleesha worked very hard during her enrollment in the ONOW program and became interested in manufacturing careers. She finished the ONOW program with very high scores and was hired with the ABM Corporation as a machinist. Her employer reports that she's doing very well. Aleesha is now self-supporting, off of public assistance, and is very proud to share her story with others in her neighborhood.

"Sherri" had been on public assistance for quite a few years before she and her sister decided to enroll in the ONOW program. Sherri is a single parent of five children, ranging in ages from 6 to 15 years old. While participating in the ONOW program, Sherri earned high scores in math and physical fitness, as well as many other areas. These efforts paid off when she was hired with Roadway Express, earning $14.45 per hour and working 36 hours per week. She will eventually work full-time, with overtime available. Sherri called her ONOW coordinator after she was placed to tell the coordinator how happy she is with her new job and how great it feels to be moving in the right direction. All of Sherri's children sent their mother's new supervisor a card thanking him for giving their mother a chance to make a better life for their family. Sherri is not only able to financially provide for her family, but she is also setting an example of the importance of striving for your very best.

Students' names have been changed for confidentiality.

3. *VBO*

The Ventures in Business Ownership (VBO) is a program designed to assist single parents, displaced homemakers and single pregnant women explore the option of business ownership and to develop a plan for starting a business. In FY95, a total of 2,229 students enrolled in the program at nine full service sites. Demographics of the population at program enrollment were:

- 86% were female
- 69% were between the ages of 22 and 44
- 73% were white
- 11% had no high school diploma or GED
    - 42% had a high school diploma or GED
    - 86% were living in poverty

At the end of FY95, VBO participants accomplished the following:

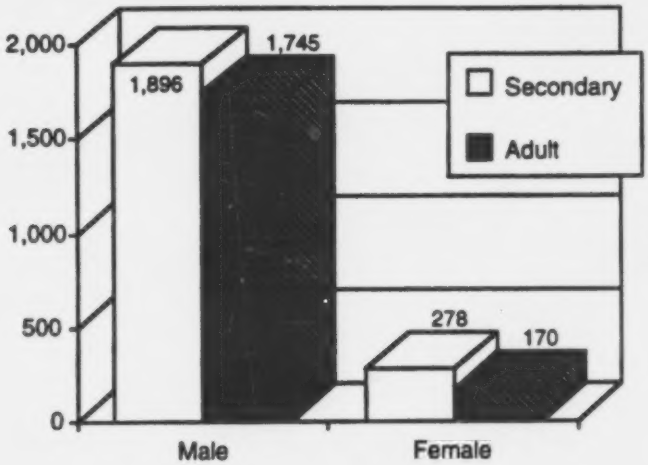
- 31% completed the VBO program and started a business
- 41% completed the VBO program but had not yet started a business
- 34% of the program completers increased their personal income
- 10% of the program completers dropped all or some public assistance
- 7.8% of the program completers became economically self-sufficient
- 13% of the program completers enrolled or became employed in a nontraditional occupational area

VI. Criminal Offenders (Title II, Part B, Section 225)

A. Services to Criminal Offenders in Correctional Institutions

- In FY95, a total of 2,174 individuals were enrolled in secondary vocational education programs in correctional facilities.
- In FY95, a total of 1,915 individuals were enrolled in vocational education programs serving the adult population.

FIGURE 3



Corrections Enrollment

Total enrollment for criminal offenders by education level is shown in Figure 3 and Table 3.

TABLE 3 - Corrections Enrollment by Education Level

	Male	Female	Total
Secondary	1,896	278	2,174
Adult	1,745	170	1,915

Ten secondary programs continue to be operated in the adult system.

Cooperation between the Division of Vocational and Adult Education and the Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home have developed effective funding procedures to support viable vocational education programs. These programs were designed to meet state program standards, while being adapted to serve a unique population. Services are delivered through 35 programs in 8 institutions at the Ohio Department of Youth Services, 82 programs in 29 institutions at the Ohio Department of Rehabilitation and Corrections, (currently nine institutions do not provide vocational programs) and four programs at the Ohio Veterans' Children's Home. The Ohio Department of Youth Services also has one vocational evaluator and one Prevocational Career Awareness Laboratory. These four programs served 212 youth by providing assessment and career information, which led to more appropriate vocational program selection and career information. The costs of technical assistance through a state consultant and a teacher educator are provided by state dollars and funds under the Carl D.

Perkins Act. This has resulted in improved delivery of program services and better teacher preparation.

Expansion of programming is limited by both space and budget restraint. The Ohio Veterans' Children's Home closed at the end of the fiscal year.

In the adult system, space in older institutions is at a premium. Opening new programs has been much slower than anticipated; however, all programs have increased enrollment in order to better serve a system that is operating at 180% of design capacity. Fiscal restraint, overcrowding and inertia are probably the biggest hurdles to implementing new programs. Growth is expected over the next two years in new institutions. Currently, 41 programs are receiving adult funding; 10 secondary funding, and 27 are unfunded but meet state minimum standards. The central office position of vocational director carries full-time responsibility for vocational programs and has vastly improved budgeting and supervision.

The Ohio Veterans' Children's Home offers eight programs in a variety of service areas. The Carl D. Perkins Vocational Education Act has provided funds for remedial activities in reading content area and career decisions. Enrollments have steadily decreased for the past 3 years. The mission of Ohio Veterans' Children's Home has undergone preliminary restructuring which will continue for at least the next year. Vocational offerings will probably decrease in the future.

Institutions Receiving Funds

Department of Rehabilitation and Correction	
Allen Correctional Institution P.O. Box 4501, 2338 North West Street Lima, Ohio 45802-4571 (419) 224-8000	**Southern Ohio Correctional Facility** P.O. Box 45699 Lucasville, Ohio 45699 (614) 259-5544
Belmont Correctional Institution 68518 Bannock Road State Route 331 P.O. Box 540 St. Clairsville, Ohio 43950 (614) 695-5169	**Madison Correctional Institution** 1851 State Route 56 London, Ohio 43140 (614) 852-9769
Chillicothe Correctional Institution P.O. Box 5500 Chillicothe, Ohio 45701 (614) 773-2616	**Mansfield Correctional Institution** P.O. Box 788 Mansfield, Ohio 44901-0788 (419) 526-2000
Correctional Medical Center 1990 Harmon Avenue Columbus, Ohio 43223 (614) 445-5960	**Marion Correctional Institution** P.O. Box 57 Marion, Ohio 43302 (614) 382-5781
Correctional Reception Center 11271 State Route 762 P.O. Box 300 Orient, Ohio 43146 (614) 877-2441	**Montgomery Education & Pre-Release Center** P.O. Box 17399 Dayton, Ohio 45418-2312 (513) 262-9857
Corrections Training Academy P.O. Box 207 Orient, Ohio 43146 (614) 877-4345	**North Central Correctional Institution** 670 Marion-Williamsport Road East Marion, Ohio 43301 (614) 387-7040
Dayton Correctional Institution P.O. Box 17249, 4104 Germantown Road Dayton, Ohio 45417-0249 (513) 263-0058	**Northeast Pre-Release Center** 1675 East 30th Street Cleveland, Ohio 44115 (216) 241-1325
Franklin Pre-Release Center P.O. Box 23651 Columbus, Ohio 43223 (614) 445-8600	**Oakwood Correctional Facility** 3200 North West Street Lima, Ohio 45801 (419) 225-8052
Grafton Correctional Institution 2500 South Avon Belden Road Grafton, Ohio 44044 (216) 748-1161	**Ohio Reformatory for Women** 1479 Collins Avenue Marysville, Ohio 43040 (513) 642-1065
Hocking Correctional Institution P.O. Box 59 Nelsonville, Ohio 45764 (614) 753-1917	**Orient Correctional Institution** P.O. Box 511 Columbus, Ohio 43216 (614) 877-4367

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Department of Rehabilitation and Correction

Lebanon Correctional Institution P.O. Box 56 Lebanon, Ohio 45036 (513) 932-1211	**Pickaway Correctional Institution** P.O. Box 209 Orient, Ohio 43146 (614) 877-4362
Lima Correctional Institution P.O. Box 4571 Lima, Ohio 45802 (419) 225-8060	**Ross Correctional Institution** P.O. Box 7010 Chillicothe, Ohio 45601 (614) 744-4182
London Correctional Institution P.O. Box 69 London, Ohio 43140 (614) 852-2454	**Southeastern Correctional** 5900 B.I.S. Road Lancaster, Ohio 43130 (614) 653-4324
Lorain Correctional Institution 2075 South Avon Belden Road Grafton, Ohio 44044 (216) 748-1049	**Warren Correctional Institution** P.O. Box 120 Lebanon, Ohio 45036 (513) 932-3388
Trumbull County Correctional Institution 5701 Burnett Road Leavittsburg, Ohio 44430 (216) 898-0820	

Ohio Department of Youth Services

Cuyahoga Hills Boys School 4321 Green Road Highland Hills, Ohio 44128 (216) 464-8200	**Mohican Youth Center** P.O. Box 150 Park Road Loudonville, Ohio 44842 (419) 994-4127
Circleville Youth Center 640 Island Drive, P.O. Box 676 Circleville, Ohio 43113 (614) 477-2500	**Scioto Village School** 5993 Home Road Delaware, Ohio 43015 (614) 881-5531
Indian River School P.O. Box 564 Massillon, Ohio 44646 (216) 837-4211	**Riverview School for Boys** 7990 Dublin Road Delaware, Ohio 43015 (614) 881-5531
Maumee Youth Center RFD #2 Liberty Center, Ohio 43532 (419) 875-6965	**Training Institution of Central Ohio** (TICO) 2130 West Broad Street Columbus, Ohio 43223 (614) 466-8350

Special Purpose School

Ohio Veterans Children's Home
690 Home Avenue
Xenia, Ohio 45385
(513) 372-6908

VII. Special Populations (Title I, Part B, Section 118)

This section is a report of activities during the period July 1, 1994 through June 30, 1995, which served the specific population identified under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). Each target population is presented separately with a summary of activities. The comprehensive enrollment table is presented at the end of this section.

A. Persons with Disabilities

- A total of 33,991 students with disabilities (SWD) were enrolled in secondary vocational education programs. Students with disabilities made up 11.1% of the 305,044 students enrolled.
- A total of 13,799 students with disabilities were enrolled in secondary job-training vocational education programs. The students with disabilities made up 14.6% of the 94,632 students enrolled.
- A total of 1,633 students with disabilities were enrolled in full-time postsecondary adult vocational education programs.
- The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY95 completers indicates that 91.0% of secondary level students with disabilities available for military & civilian employment were employed in March of 1995.
- The success of programs and services is evident in the employment rate of postsecondary adult completers. Follow-up data on FY95 completers indicates that 100.0% of students with disabilities available for civilian and military employment were employed in March of 1994.

Secondary Enrollment Students with Disabilities

The Division of Vocational and Adult Education has continued to maintain ongoing and effective cooperation with the Division of Special Education. The two divisions have developed and implemented a programmatic continuum to provide vocational education services to persons with disabilities. As a result of this initiative, additional support services have been made available to students with disabilities enrolled in vocational education programs.

These efforts continue to enhance the accessibility of vocational education for students with disabilities. To assure each VEPD is addressing the unique needs of students with disabilities, each VEPD Plan is reviewed. The division continues to maintain cooperation with the Ohio Rehabilitation Services Commission and the Ohio Bureau of Employment Services to assure effective school-to-work and adult seniors support for youth with disabilities, including supportive employment.

The Division of Vocational and Adult Education has encouraged each eligible VEPD recipient to develop and provide vocational evaluation and career development services. Vocational evaluation is provided to determine an individual's potential to succeed in a vocational education program and/or employment.

The development of the assessment process (vocational evaluation) has special significance because of major efforts to integrate the program into state and local funding patterns. During FY95, approximately 114 full-time secondary vocational evaluation units were supported through the state's school foundation system.

Our vocational objective is to serve approximately 50% of the students with disabilities in each VEPD. Vocational planning districts efforts are designed to provide a full continuum of vocational services to individuals with disabilities with primary emphasis on integration into regular job training programs. Examples of support services supported by the vocational planning districts include:

- adaptation of curriculum materials
- adaptation or modification of equipment
- basic skill remediation
- applied academic intervention
- inservices and preservices training for teachers
- support career development activities for vocational directed students
- teacher aides
- tutorial services
- interpreter services
- job coaches
- transition services

To expand the continuum of vocational education placement options, pilot vocational job training coordinator units were developed during FY86. They proved effective and in FY88, 22 units were funded; in FY89 the number of funded units increased to 31; in FY90, 44 units were funded; in FY91, 76 units were funded; in FY92, 82 units were funded; in FY93, 98 units were funded, in FY94 the total was 94 units, and in FY95 there were 97 units. These programs are developed for the severely disabled, multi-disabled, and/or severely behavioral disabled school age students, and match the individual with a specific job in a community. The units represent a major step toward assuring that all students with disabilities have an opportunity to benefit from vocational training. They have had a major impact on improving the local coordination between special education, vocational and adult education, vocational rehabilitation services, mental retardation and developmental disability services, private industry councils and other service providers.

B. Limited English Proficient (LEP) Persons

- A total of 492 LEP students were enrolled in secondary vocational education programs.
- A total of 107 LEP students were enrolled in secondary job training vocational education programs.
- A total of 465 LEP students were enrolled in full-time postsecondary adult vocational education programs.

Limited English Proficiency Secondary Enrollment

Primarily, the limited English proficiency population served consisted of the Spanish speaking population. Program services developed for the limited English proficiency populations include the following:

- training for occupational skills
- language usage and development
- reading usage and development
- computational usage and development

The major thrust of special needs programs provided to limited English proficiency persons was placed upon skill and related skill development.

The emphasis included special strategies and approaches such as:

- special curriculum
- special instructional materials
- interpreters
- bilingual instructional presentations
- individual counseling services

C. Disadvantaged Persons

- A total of 89,016 disadvantaged students were enrolled in secondary vocational education programs. Disadvantaged students made up 29.18% of the 305,044 students enrolled.
- A total of 36,399 disadvantaged students were enrolled in secondary job training vocational education programs. The disadvantaged students made up 38.46% of the 94,632 students enrolled.
- A total of 16,608 disadvantaged students were enrolled in full-time postsecondary adult vocational education programs. The disadvantaged students made up 21.64% of 76,755 students enrolled.
- The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY94 completers indicates that 93.7% of disadvantaged students available for military and civilian employment were employed in March of 1995.
- The success of programs and services is evident in the employment rate of postsecondary adult program completers. Follow-up data of FY94 completers indicates that 100.0% of disadvantaged students available for civilian and military employment were employed in March of 1995.

Disadvantaged Secondary Enrollment

Special needs programs to serve disadvantaged populations are designed to provide supplemental or additional staff, equipment, materials and services not provided to other individuals in vocational education that are essential for individuals who are disadvantaged to participate in vocational education.

These services included the following:

- teacher aides and technicians
- special instructional materials and adaptive equipment
- modification of instructional techniques
- remediation of basic skills
- contracted training
- utilization of vocational evaluation
- counseling services
- job counseling and job placement services
- work-study experiences
- advocate pilot program

Disadvantaged Postsecondary adult Enrollment

Special needs programs for adults were initiated, developed, and supported in several LEAs to provide skill development programs for out-of-school adults. The out-of-school adult is defined as that person over 18 years of age not attending regular in-school programs and in need of skill development and/or upgrading.

A major effort to provide special needs programs for adults emphasized the need to provide basic skill development applicable to the occupation for which the adult is being trained.

Examples of services provided include the following:

- special curriculum
- special instructional materials
- remedial reading and computational services
- bilingual training services
- counseling
- employability skills
- career development

Special needs adult and secondary programs utilized the cooperative efforts of many agencies at the local level. Cooperative agencies provide assistance through matching program support monies, stipends for participants, health services, endorsements, and placement services. In addition to the state educational services, other state and local agencies that provide services include the following:

- Ohio Department of Human Services
- Ohio Bureau of Employment Services
- Ohio Rehabilitation Services Commission
- Job Training Partnership Act/Private Industry Council
- community mental health agencies
- local united fund agencies
- county juvenile courts (Hamilton, Cuyahoga, Summit)
- Spanish American Committee
- Urban League
- local hospitals and adolescent centers

Cooperation has become a key word in Ohio's adult vocational education. State interagency agreements between The Ohio Department of Education, Division of Vocational and Adult Education (ODE) and The Ohio Department of Human Services (ODHS) have been signed that encourage stronger linkages between local and state agencies. These agreements enable adult vocational education to better service the residents of their districts. The target populations for these agreements are those individuals currently being served under the federal Job Opportunities and Basic Skills (JOBS) programs.

The first interagency agreement was signed November, 1991 and renewed in July, 1993. The goal of the agreement is to allow JOBS eligible recipients to take advantage of the highly effective and cost efficient adult job training programs available through joint vocational and comprehensive schools. The agreement assists in paying for tuition, books and supplies in job training programs. This will better enable recipients to move from welfare dependency to self-sufficiency. Over 6,000 JOBS participants have been served. School districts will benefit with the tuition reimbursement agreement by accessing a method to serve disadvantaged adults who reside within the district. Providing a means by which adults can move from welfare to work can positively change the economic and social well being of a school system and community.

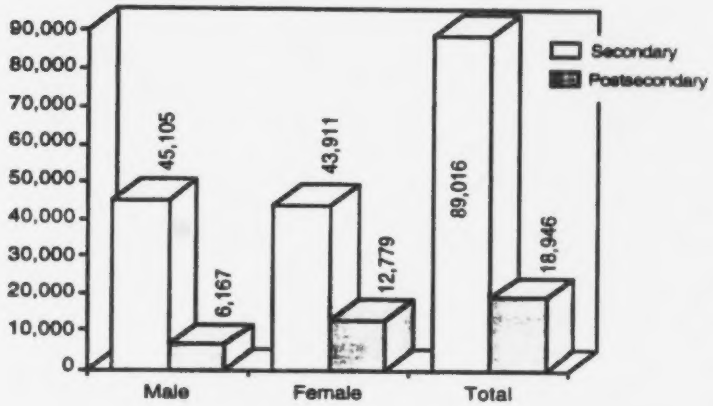
Comprehensive vocational assessment is the focus of the second interagency agreement signed February, 1992, and expanded in September 1992, July 1993, and July 94. A total of thirty-five (35) sites have been selected through an application process. These sites are providing comprehensive assessment services for JOBS participants. Vocational assessment means testing to measure skills, interest, aptitudes and abilities for various jobs; evaluation of potential for new skill training; and assistance in career development. The goal is to aid a JOBS client in appropriate career selections in regards to their skills, interests, aptitudes and abilities. As a result of the comprehensive assessment, individuals will be placed in an educational program in which they are interested and have the ability to complete. Nearly 14,000 JOBS participants have been served.

Ohio's adult vocational education has a unique and satisfying role to play in these endeavors. Through these interagency agreements, it will be possible to further address and serve local and state community needs. Client, as well as teacher satisfaction, should be very high. Research indicates that if individuals feel they can be successful in a program/course, greater learning can be achieved. Therefore, Ohio's adult vocational community will continue in delivering educational excellence.

Disadvantaged Enrollment

Total disadvantaged enrolled by educational level is shown in Figure 4.

FIGURE 4



D. Summary

The total summary of all requested enrollment data is shown in tables 4 through 4c. The tables together provide a comprehensive view of all enrollments by sex and education level. The documentation for the tables is presented immediately following Table 4c.

Table 4

SECONDARY ENROLLMENT
State Ohio

Period report covers: July 1, 1994 through June 30, 1995
Name: G. James Pinchak

OMB No. 1830-0503
Exp. 10-21-95 Page 1
Phone: 614-466-2095

	Unduplicated Only			Unduplicated and Duplicated (put duplicated in parentheses)								
OCC Program Area	Total Enrollment	TOTAL		Reg. VOC-TE-ED	Disadvantaged	LEP	Students with Disabilities	Corrections	SP/DH/SPW	Sex Equity (Nontrad)	Adult	Completer
		Male	Female									
Agricultural Education	20,079	15,079	5,000	13,086	3,958	2	3,033	0	6	3,869	N/A	1,723
Marketing Education	7,629	3,472	4,157	7,629	1,631	10	441	0	26	45	N/A	1,936
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family & Consumer Sciences Ed (Work and Family)	174,744	70,713	104,031	115,378	40,123	372	18,871	686	N/A	4,767	N/A	N/A
FCS Job Training	5,152	1,378	3,774	1,425	2,061	9	1,657	45	34	88	N/A	1,072
Trade & Industry	42,965	31,704	11,261	13,732	22,707	50	6,476	1,067	56	1,232	N/A	8,288
Health Occupations	3,976	400	3,576	2,345	1,325	5	301	0	33	271	N/A	940
Business Education	14,079	2,633	11,446	8,815	4,315	31	918	206	47	1,621	N/A	3,563
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	268,624	125,379	143,245	162,410	76,120	479	31,697	2,004	202	11,893	0	17,522

Table 4a

SECONDARY ENROLLMENT
State Ohio

Period report covers: July 1, 1994 through June 30, 1995
Name: G. James Pinchak

OMB No. 1830-0503
Exp. 10-21-95
Phone: 614-466-2095

Page 2

	Undupilcated and Duplicated (put duplicated in parentheses)									
	Linkage				Placement for FY94 Completer					
						Employed				
OCC Program Area	Tech-Prep	Co-op	Appr	Wk-Study	Continuing Education	Related	Other	Mil	Other	Current Secondary Teachers**
Agricultural Education	N/A	814	N/A	N/A	1,416	1,890	657	200	410	505
Marketing Education	N/A	4,775	N/A	N/A	1,792	2,574	348	156	369	339
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family & Consumer Sciences Ed (Work and Family)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,617
FCS Job Training	N/A	647	N/A	N/A	501	895	331	35	420	276
Trade & Industry	N/A	14,217	N/A	N/A	3,725	8,048	2,456	832	1,888	1,525
Health Occupations	N/A	911	N/A	N/A	566	702	261	28	210	201
Business Education (VOED only)	N/A	2,682	N/A	N/A	2,346	2,942	1,188	123	984	855
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	N/A	24,046	N/A	N/A	10,346	17,051	5,241	1,374	4,281	5,318

* Does not include GRADS program coordinators.

** Report only includes funded teachers. Report excludes 602 OWE & Occupational Lab Technicians. Report excludes 637 OWA teachers. Report excludes all academic teachers.

Table 4b

POSTSECONDARY ENROLLMENT
State Ohio

Period report covers: July 1, 1994 through June 30, 1995
Name: G. James Pinchak

OMB No. 1830-0503
Exp. 10-21-95
Phone: 614-466-2095
Page 1

	Unduplicated Only			Undupllcated and Duplicated (put duplicated in parentheses)								
		TOTAL										
OCC Program Area	Total Enrollment	Male	Female	Reg. VOC-TE-ED	Disadvantaged	LEP	Students with Disabilities	Corrections	SP/DH/ SPW	Sex Equity (Nontrad)	Adult	Completer
Agricultural Education	9,991	5,893	4,098	9,620	218	22	131	104	9	8	9,991	1,521
Marketing Education	10,610	5,197	5,413	10,085	279	8	238	N/A	12	N/A	10,610	305
Technical Education	73,628	30,545	43,083	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family & Consumer Sciences Ed (Work and Family)	12,274	3,044	9,230	8,344	2,955	343	632	N/A	N/A	1,385	12,274	N/A
FCS Job Training	14,307	1,975	12,330	11,857	2,128	50	272	139	62	1,345	14,307	186
Trade & Industry	76,605	67,905	8,700	72,517	3,905	29	154	1,495	340	N/A	76,605	2,668
Health Occupations	38,631	17,301	21,330	35,687	2,780	34	130	N/A	552	101	38,631	3,136
Business Education	56,530	18,122	38,408	53,312	2,904	37	277	177	780	202	56,530	1,868
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	292,576	149,982	142,592	201,422	15,169	523	1,834	1,915	1,755	3,041	218,948	9,684

- Technical education row includes all Fall 1995 IPEDs enrollment in occupationally specific programs regardless of service area in Ohio's public associate degree granting institutions. This is the same data reported last year since IPEDS is only collected biannually.
- IPEDs includes no distinctions for students with disabilities, LEP, and disadvantaged students.
- Sex Equity (nontrad) column figure applies only to full-time adult programs in FY95.
- FCS is the abbreviation for Family and Consumer Sciences Education, formerly titled Home Economics Education.
- Completer data does not represent all adult programs.

Table 4c

POSTSECONDARY ENROLLMENT State Ohio	Period report covers: July 1, 1994 through June 30, 1995 Name: G. James Pinchak	OMB No. 1830-0503 Exp. 10-21-95 Phone: 614-466-2095 Page 2

Unduplicated and Duplicated (put duplicated in parentheses)

OCC Program Area	Linkage				Placement for FY94 Completer					
						Employed				
	Tech-Prep	Co-op	Appr	Wk-Study	Continuing Education	Related	Other	Mil	Other	Current Full-time Adult Teachers
Agricultural Education	N/A	0	0	N/A	948	1,607	28	0	10	42
Marketing Education	N/A	13	0	N/A	604	730	19	0	125	63
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family & Consumer Sciences (Work & Family)	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46
FCS Job Training	N/A	32	0	N/A	60	160	23	0	87	70
Trade & Industry	N/A	82	5,875	N/A	613	1,841	315	0	618	268
Health Occupations	N/A	156	0	N/A	353	2,430	96	3	466	271
Business Education	N/A	159	0	N/A	162	1,201	162	0	325	191
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	N/A	442	5,875	N/A	2,740	7,969	643	3	1,631	951

IPEDS follow-up data does not include printouts for placement, although Ohio Board of Regents collects follow-up information. The data is not consistent with any standard taxonomical system such as the classification of instruction programs (CIP).

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Performance Report Documentation

1. **Disabled** (postsecondary)	Includes all individuals enrolled in full-time and part-time adult programs and reported as disabled in Box 16 of the VE-22 Vocational Education Closing Report. Totals here may show limited duplicate counts with disadvantaged totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals with any disability as defined in Section 3 (2) of the Americans With Disabilities Act of 1990.
2. **Disadvantaged** (postsecondary)	Includes all individuals enrolled in full-time and part-time adult programs and reported as disadvantaged in Box 18 of the VE-22 Vocational Education Closing Report. Total here may show some duplicate counts with disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
3. **Limited English Proficiency** (postsecondary)	Includes all LEP individuals enrolled in full-time and part-time adult programs and reported in Box 17 of the VE-22 Vocational Education Closing Report. Totals may include some duplicate counts with disadvantaged and disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified in their individual student records reported through EMIS as LEP. Limited English Proficiency: has the meaning given such term in Section 703 (a) (1) of the Elementary and Secondary Education Act of 1965. The LEA superintendent shall determine the method and the staff persons responsible for identifying LEP students. Substantive evidence of a LEP condition must be kept on file for each student so identified.
4. **Equal Access** (Non-traditional programs)	Instructional programs that have historically served a disproportionate number of students from one gender were identified as target program for review. In 1989 the U.S. Department of Education changed the definition of nontraditional programs. Nontraditional programs for males are those programs whose female enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. For FY90 and FY91 only secondary totals were available. New baseline standards were established for secondary, full-time adult and associate degree programs in FY92.

5. **Adult Totals**	Include total enrollments for all postsecondary full-time adult (long-term), part-time (short term), and apprenticeship programs. Single parent/displaced homemaker totals and correction totals are subsumed within the above categories.
6. **Single-Parent Homemaker**	Totals are maintained by the State Sex Equity Coordinator. They are also reported within the part-time and full-time adult totals.
7. **Corrections**	Secondary correction totals include all programs operated within the Ohio Department of Youth Services (ODYS) and the Ohio Veterans' Children's Home and the Ohio Central School System of the Department of Rehabilitation and Corrections. Postsecondary adult corrections' totals include all programs operated under the Ohio Central School System of the Department of Rehabilitation and Corrections.
8. **Consumer Homemaking**	Includes all students in programs labeled as home economics useful. Adult totals include some totals listed under the single parent/displaced homemaker programs.
9. **Total Unduplicated Count**	Includes the grand totals for all students in each category adjusted to eliminate duplicate counts.

VIII. State Leadership and Professional Development (Title II, Part A, Section 201)

A. Personnel Development

1. *Regional Personnel Development Centers*

Five Vocational Education Regional Personnel Development Centers were created in FY87, culminating a three-year effort to reform and update teacher education for the 1990s and beyond. Discussion for conversion to a regional personnel development center concept began in FY84. The National Center for Research in Vocational Education was commissioned to conduct a vocational education teachers' inservice training needs assessment which was completed in April of 1986.

Numerous factors brought about changes in the linkage pattern of Ohio's vocational teacher education providers and the Ohio Department of Education. These factors include (1) the narrowing federal agenda for vocational education support, (2) the need for teacher education reform, (3) concerns regarding the accessibility of services to teachers in some geographical regions, and (4) the increased need for consistent accountability.

To address these and other concerns, the division moved from the funding of vocational teacher education via salary subsidy or entitlement grants to a system of performance based contracts provided at five regional centers. The five regional development centers in Ohio were created to (1) prepare teachers recruited from business and industry, (2) provide inservice to educate and upgrade all vocational education teachers, and (3) conduct research. Declining resources have placed the majority of effort on the first purpose.

Through an RFP process the center concept was announced to all state-funded teacher education institutions that offered at least one certification area in vocational teacher education. Standards for the RFP were created with input from the Vocational Education Personnel Development Coordinating Council which has an internal and external review committee to select the best applicant for each region. The five selected center proposals were approved for a three-year period. The second three-year cycle began July 1, 1990, and concluded June 30, 1993. The third three-year cycle began July 1, 1993 and will conclude June 30, 1996.

During FY95 the five Personnel Development Regional Centers and their directors were:

Region	Director	University
Northeast	Dr. Alice Darr	Kent State University
Southeast	Dr. Terry Harvey	Ohio University
Central	Dr. Kirby Barrick	The Ohio State University
Southwest	Dr. Donna Courtney	Wright State University
Northwest	Dr. Robert Berns	Bowling Green State University

During FY95, 372 teachers recruited from business and industry were enrolled in inservice certification programs leading to the attainment of a standard four-year provisional teaching certificate in vocational education. Table 5 shows the distribution of students by regional personnel development center.

Beginning FY93, other teacher education for corrections teachers, Occupational Work Adjustment (OWA) teachers, Occupational Work Experience (OWE) teachers, and vocational evaluators were moved from the entitlement grant with salary subsidy's for individuals to the regional center system. A total of 260 teachers were served in FY95. Effective July 1, 1992, all funded teacher education services were delivered through the five regional centers.

In FY94, a three-year pilot was initiated that merges OWA and OWE teacher education in one region. Kent State University is piloting this program in the northwest region. The first and second years of the pilot provide indicators of success for continuance.

An individual competency based education plan for each novice teacher was a new regional personnel development center grant requirement implemented for FY94. The plan specifies the competencies to be addressed, the method of acquisition, and the documentation of attainment. The individual plans were continued in FY95.

Small supplemental grants for research and inservice were targeted to activities related to basic skills competencies, applied academics, assessment, competencies and characteristics of vocational education teachers, business/industry linkage and curriculum development. Inservice and research topics are generated from district summaries of Individual Professional Development Plans and from Advisory Committees from each center. The grants reflect the implementation of Ohio's Future at Work and the anticipated new teacher education and certification standards.

Highlights of FY95 supplemental grant activities included:

Southeast Region - Ohio University continued to offer the Generic Inservice Program (GISP) as a popular option for veteran teachers seeking professional development. Through an active advisory committee, each VEPD contributed a "fair share" to supplement inservice activities in the region. One very successful topic was the business and industry linkage activity.

Northwest Region - Bowling Green State University conducted inservice workshops on teaching applied communications to vocational students and desktop publishing. The major research project conducted in FY95 identified competencies and characteristics of vocational education teachers.

Northeast Region - Kent State University's staff delivered numerous inservice programs throughout the region and a larger spring conference on the campus. Research was conducted to determine the basic skill levels of vocational teachers recruited from business and industry. The OVCA Work Keys assessment was administered to this group.

Southwest Region - Wright State University's program focused on an investigation of a possible Ohio delivery system for vocational teacher preparation for people hired from business and industry who are classified as "late hires." Saturday seminars was determined to be the preferred delivery. A diversified inservice program offered 18 programs in three locations with these topics: Proficiency testing intervention, alternative assessment, implementing and integrating OCAPs, inclusion, tech-prep, kids in chaos, and crisis intervention.

TABLE 5 - Summary of Funded Teacher Education Activities in FY95

	Total Teacher Quarter Hours	Number of Teachers	% of Total Teachers
Personnel Development Center Inservice Certification Program			
BGSU/UT	719.5	51	13.8%
Kent State University	1,424	160	43.0%
Ohio University	337	38	10.2%
Ohio State University	433	44	11.8%
Wright State University	758	79	21.2%
TOTAL	3,671.0	372	100%
Other Teacher Education			
Corrections Teachers			
OSU	234	23	
OWA Teachers			
OSU	524	88	
OWA/OWE Pilot Teachers			
KSU	130.5	21	
OWE Teachers			
KSU	457.5	90	
Evaluation			
KSU	184.5	38	
DCT/DCHO			
BGSU/UT		21	
TOTAL	1,530.5	281	
GRAND TOTAL	5,201.5	653	

2. Ohio Vocational Education Leadership Institute (OVELI)

The Ohio Vocational Education Leadership Institute (OVELI) was established during FY91. The mission of OVELI is to prepare quality vocational education leaders who are both competent in various settings such as local leadership and state leadership and in working with legislators and professional or trade associations. In December 1992, 23 participants complete the 12 month institute. Participants are tracked for entering administrative leadership roles, expanding current roles, and changing to perceived higher roles. The chart below depicts the career development paths of the OVELI classes of 1991, 1992, 1993, 1994 and 1995. The OVELI class of 1995 will complete in December 1995. Formal research has been conducted with the classes of 1992, 1993, and 1994 is being continued with the class of 1995. Based on the Leadership Behavior Questionnaire, pretest and post-test comparisons, participation in OVELI is making a difference in leadership behavior of the participants.

TABLE 6 - OVELI Class Participation

During FY95	Entered Adm. Role	Expanded Current Role	Changed to Perceived Higher Role	Total
OVELI '91 (23)	2	4	11	17 (73.9%)
OVELI '92 (23)	4	5	7	16 (69.6%)
OVELI '93 (26)	0	5	8	13 (50%)
OVELI '94 (23)	3	3	7	13 (56.5%)
OVELI '95 (24)	0	3	2	5 (20.8%)

3. *Individual Professional Development Plans*

To foster the continuous improvement process of Ohio's vocational educators, four model documents (Individual Professional Development Plans) have been developed and disseminated. Model documents have been prepared for teachers, administrators, student services personnel, and state staff. Professional development is a component to be addressed in each VEPD strategic plan and is also a component of the MaPP process. A review of the VEPD Plan Evaluations provided the information in the Professional Development table below. Technical assistance with an emphasis on staff development, enhancement, and continuous improvement is provided to district personnel. To assist VEPDs in delivering specific topics, 100 programs were provided that offered continuing education units. CEUs for 3,342 participants were recorded. The concentration of these programs were as follows: Equity, 7; Technological Currency, 11; and Professional Competency, 82. An All Ohio Vocational Education Conference was planned and conducted with approximately 3,500 vocational educators in attendance. The conference featured 241 sessions with these content areas as follows: Equity, Technological Currency, and Professional Competency. Strengthening teaching and increased student learning gains were intended outcomes.

TABLE 7 - FY95 VEPD Evaluation
Professional Development

	Total Voc. Educators	Number of VEPDs	% of VEPDs	Ave./ VEPDs
Teachers/Admin. with Prof. Dev. Plans	4,251	76	81.7%	56
Support Staff with Prof. Dev. Plans	611	56	60.2%	11
Voc. Staff with Equity Inservices	3,840	78	83.9%	49
Staff Participating (Technology Update)	3,116	87	93.5%	36
Staff Participating (Prof. Competencies)	3,681	82	88.2%	45

B. Vocational Student Organizations

Total secondary level membership in Ohio's vocational student leadership organizations for 1994-1995 was 79,654, which is an increase of 3,216 over the previous year. Members of FFA, DECA, FHA/HERO, Business Professionals of America, and VICA were involved in leadership, citizenship, and character development activities.

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TABLE 8 - Secondary Vocational Student Organization Enrollment As a Percentage of Opening Enrollment

	AG	BE	ME	FCS	T & I
FY85					
Total Enrollment	18,672	22,831	8,489	87,604	53,595
VSO Enrollment	17,892	14,922	6,432	13,385	28,130
VSO %	95.82%	65.36%	75.77%	15.28%	52.49%
FY86					
Total Enrollment	18,206	21,801	8,193	91,678	52,461
VSO Enrollment	17,782	14,041	6,220	2,918	27,030
VSO %	97.67%	64.41%	75.92%	14.09%	51.52%
FY87					
Total Enrollment	17,679	21,103	8,224	93,791	52,291
VSO Enrollment	17,054	14,162	6,250	12,465	28,002
VSO %	96.46%	67.11%	76.00%	13.29%	53.55%
FY88					
Total Enrollment	17,581	20,459	8,529	96,122	52,588
VSO Enrollment	17,107	14,760	6,127	12,124	28,048
VSO %	97.30%	72.14%	71.84%	12.61%	53.34%
FY89					
Total Enrollment	16,876	19,190	8,281	91,771	52,240
VSO Enrollment	15,988	13,559	5,992	13,264	27,275
VSO %	94.73%	70.66%	72.36%	14.45%	52.21%
FY90					
Total Enrollment	16,822	17,481	8,102	89,898	51,024
VSO Enrollment	15,911	12,680	5,669	15,550	27,300
VSO %	94.58%	72.53%	69.97%	17.30%	53.04%
FY91					
Total Enrollment	16,313	16,165	7,693	92,921	54,268
VSO Enrollment	15,780	11,477	5,443	15,763	26,961
VSO %	95.65%	71.00%	70.75%	16.96%	49.68%
FY92					
Total Enrollment	15,441	15,133	6,842	88,454	43,042
VSO Enrollment	15,064	11,139	5,137	16,718	27,000
VSO %	97.56%	73.61%	75.08%	18.90%	62.73%
FY93					
Total Enrollment	16,976	14,439	7,114	99,118	42,766
VSO Enrollment	16,872	10,682	5,317	17,652	28,222
VSO %	99.39%	73.98%	74.74%	17.81%	65.99%
FY94					
Total Enrollment	17,799	13,730	7,072	106,282	42,505
VSO Enrollment	17,299	10,190	5,122	16,680	27,147
VSO %	97.19%	74.22%	72.43%	15.69%	63.87%
FY95					
Total Enrollment	18,493	13,072	6,921	107,886	42,305
VSO Enrollment	19,778	9,437	5,182	19,007	26,250
VSO %	106.95%	72.42%	74.87%	17.61%	62.05%

Agriculture totals include FFA counts for some graduates.

The FY89 ratio for HERO participation among Job Training Programs is 61.07% (3,470/5,682)
The FY90 ratio for HERO participation among Job Training Programs is 67.23% (3,505/5,213)
The FY91 ratio for HERO participation among Job Training Programs is 63.05% (3,220/5,107)
The FY92 ratio for HERO participation among Job Training Programs is 70.57% (3,468/4,914)
The FY93 ratio for HERO participation among Job Training Programs is 74.46% (3,697/4,965)
The FY94 ratio for HERO participation among Job Training Programs is 70.92% (3,560/5,020)
The FY95 ratio for HERO participation among Job Training Programs is 72.54% (3,565/4,914)

The FY89 ratio for FHA participation among Family and Consumer Sciences Programs is 11.37% (9,794/86,089)
The FY90 ratio for FHA participation among Family and Consumer Sciences Programs is 14.22% (12,045/84,685)
The FY91 ratio for FHA participation among Family and Consumer Sciences Programs is 14.28% (12,543/87,814)
The FY92 ratio for FHA participation among Family and Consumer Sciences Programs is 15.86% (13,250/83,540)
The FY93 ratio for FHA participation among Family and Consumer Sciences Programs is 14.82% (13,955/94,153)
The FY94 ratio for FHA participation among Family and Consumer Sciences Programs is 12.96% (13,120/101,262)
The FY95 ratio for FHA participation among Family and Consumer Sciences Programs is 13.57% (13,972/102,972)

The FY92 ratio for T & I Programs without Occupational Work Experience (OWE) is 75.41% (24,000/31,824)
The FY93 ratio for T & I Programs without Occupational Work Experience (OWE) is 85.05% (27,105/31,869)
The FY94 ratio for T & I Programs without Occupational Work Experience (OWE) is 84.84% (27,147/31,999)
The FY95 ratio for T & I Programs without Occupational Work Experience (OWE) is 82.28% (26,250/31,904)

C. Equipment

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 allows for the purchase of equipment under several sections of the act. The Division of Vocational and Adult Education has established procedures in line with the definitions and guidelines of the Education Department General Administrative Regulations (EDGAR). These procedures are used in requesting approval to purchase equipment and, after purchase, requesting reimbursement and maintaining inventory records. Specific forms have been developed for secondary and adult grants, for secondary supplemental equipment grants, and for two-year college grants.

An analysis of the FY95 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics:

1. ***Adult Postsecondary Grants***
    - Only 2.49% of the grant dollars were used to purchase equipment......... $69,372.14
2. ***Secondary Grants***
    - Only 3.59% of the grant dollars were used to purchase equipment....... $959,333.21
3. ***Postsecondary Associate Degree Grants***
    - Only 7.60% of the grant dollars were used to purchase equipment....... $133,814.96

IX. Community Based Organizations (Title III, Part A, Sections 301 & 302)

In FY88, Community Based Organization (CBO) dollars were allocated based on the federal formula distribution as was done with funds for the disabled and disadvantaged set asides. As a result, the numbers of secondary, adult and postsecondary students served were included with the same taxonomy used for disadvantaged persons served and are not currently available as a separate count. Recognizing a greater necessity to maintain accountability, both for funds allocated to eligible recipients and for individuals served, the Division of Vocational and Adult Education, on July 1, 1988, established a separate taxonomy for CBO programs. Data for FY89 through FY94 has been collected separately.

Funds were distributed to eligible recipients through an RFP process. The proposals are reviewed by an internal and external panel of persons knowledgeable concerning the applicable rules and regulations. The taxonomy method of funding awards grants to successful proposals.

FY95 proposals were funded for a minimum of $10,000.00 and a maximum of $35,000.00. The RFP stressed funding those RFPs with the best strategies to enhance the opportunities for academically and economically disadvantaged students to enroll in vocational programs. It also emphasized using the direct involvement of business and industry and the unique position of the CBO. Twenty-six RFPs were submitted, and 16 were funded. Priority was given to economically depressed areas by weighting the scores of RFPs from economically depressed areas by approximately 10%. No grants were awarded to schools not designated as being from an economically depressed area in FY95.

TABLE 9 - Individuals Served Through CBO Affidavits and Evaluations in FY95

Secondary Level Recipients	Males	Females	Total
Dayton City Schools	117	0	117
Lancaster City Schools	25	26	51
Lawrence County JVSD	52	10	62
Lima City Schools	260	258	518
Lorain City Schools	133	164	297
Mansfield City Schools	51	35	86
Mid-East Ohio JVSD	56	3	59
Middletown City Schools	51	41	92
Ohio Central School System	115	0	115
Ohio Dept. of Youth Services	79	6	85
Pickaway-Ross JVSD	19	31	50
Scioto County JVSD	242	278	520
Springfield-Clark Co. JVSD	22	11	33
Tri-County JVSD	66	49	115
Youngstown City Schools	34	19	53
Subtotal	1,322	931	2,253
Postsecondary Institution	**Males**	**Females**	**Total**
Toledo University	16	52	68
TOTALS	**1,338**	**983**	**2,321**

X. Family and Consumer Sciences Education (Title III, Part B, Sections 311, 312 & 313

The mission of the Family and Consumer Sciences section is to provide statewide leadership and direction to Family and Consumer Sciences programs.

The mission of Family and Consumer Sciences programs in Ohio is to empower youth and adults for competence in the work of the family, Family and Consumer Sciences related occupations, and the successful interaction of Work and Family Life.

Number of students served

- In FY95, a total of 179,896 students were enrolled in Family and Consumer Sciences programs at the secondary level (14% increase).
- In FY95, a total of 21,958 students were enrolled in full-time adult Family and Consumer Sciences programs at the postsecondary level.
- In FY95, a total of 11,241 students were enrolled in part-time adult Family and Consumer Sciences programs at the postsecondary adult level.
- In FY95, a total of 19,007 students were affiliated members of the FHA/HERO student organization, an integral part of the secondary curriculum.

Special needs populations were served through mainstreaming in Work and Family Life and Job Training classes and in special programs. Family and Consumer Sciences programs for youth with special needs include: (1) Impact - for dropout prone, disadvantaged middle/junior high school youth; and (2) GRADS - for students who are pregnant or are young parents.

Program Leadership

Programs are administered at the state level by three full-time consultants and an assistant director. Ten universities with 19 teacher educators provide preservice and inservice programs. Three personnel development centers conducted Family and Consumer Sciences research and inservice projects.

- Leadership in Family and Consumer Sciences programs: (decreased by 2 full-time consultants)

State Staff	1 assistant director
	3 full-time consultants
	1 GRADS NDN project director
Teacher Educators	18 teacher educators in 10 institutions approved for training vocational teachers
VEPD Family and Consumer Sciences Contact Persons	94 VEPD family and consumer sciences contacts

- 1,360 Family and Consumer Sciences teachers participated in the three-day All Ohio Vocational Education Conference. Written evaluations indicated information provided was timely and substantive.
- 125 teacher educators, Family and Consumer Sciences VEPD contacts, and supervisors participated in the Family and Consumer Sciences leadership conference which provided professional updates on Family and Consumer Sciences education.
- Three newsletters were published and distributed to all Family and Consumer Sciences teachers.
- 50 high school Work and Family Life teachers are participating in a three-year teacher leadership institute. These teachers will provide statewide inservice for the new work and family life curriculum. During this three-year commitment teachers will focus on community building, action research, authentic assessment and teaching for critical thinking and cooperative learning.

- Six consultants conducted the following teacher professional development activities:

Workshop	Number Conducted	Participants
Course of Study Development	3	35
Adult Programs	5	201
Work and Family Life Programs	54	1,566
Middle School Programs	2	146
GRADS Programs	10	448
Job Training Programs	5	223

A. Family and Consumer Sciences Work and Family Life Secondary Programs

1. *Work and Family Life Programs*

The mission of the Work and Family Life program is to prepare students for competence in the important, challenging, and ever-changing work of the family. The ultimate aim of Family and Consumer Sciences is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community, and world. Action projects enable students to develop skills in the work of the home and family. Teachers are provided two weeks extended service to supervise action projects and work with students. The FHA/HERO student organization is an integral part of the work and family life program.

Program Outcomes

- The Family And Consumer Sciences Education program was redesigned based on statewide advisory committee input. The new program focuses on preparing students for competence in the work of the family. Six sets of core competencies were identified in the areas of personal development, resource management, life planning, nutrition/wellness, parenting, and family relations. The program also expanded to middle school with curriculum developed based on the developmental needs of early adolescents.
- 19 regional meetings with 968 teachers in attendance focused on assistance to help high school work and family life teachers implement new model competencies. Written evaluations indicate teachers plan to incorporate information in the courses of study and implement the new programs.
- Six resource guides have been developed : Personal Development and Resource Management in 1993, Life Planning and Nutrition and Wellness in 1994, and Parenting and Family Relations in 1995.
- Two regional inservice meetings for middle school teachers focused on inclusion of career choices as part of the curriculum; 107 programs were coordinating or assisting with the development of students Individual Career Plan.
- 50 middle school programs were including instruction on pregnancy prevention, violence, and substance abuses.
- Teachers indicate the following levels of implementation of the six new curriculum guides.

  - Full implementation 31.6%
  - Partial implementation 51.2%

- Competency test development for the Personal Development and Resource Management courses was completed and will be administered in FY96 to document competency gains.
- Male enrollment was 40%, an increase of 1% in FY95.

Learner Outcomes

- Teachers reported using multiple assessment strategies to determine learner gains and competence.

2. ***Impact** (in economically depressed areas)*

Impact Family and Consumer Sciences programs assist selected youth in middle school or junior high to improve self-image, to develop basic work and family life knowledge and skills, and to become oriented to the world of work. A distinguishing feature of the program is the time provided for the development of parent-student-teacher relationships.

Classroom instruction is reinforced and applied through home visits, individual conferences and cooperative experiences within the home and community. Action Projects and participation in the vocational student organization, Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), are integral to all Work and Family Life programs in Ohio, including Impact programs.

Program Outcomes

- Impact teachers participated in special track inservice sessions at the All Ohio Vocational Education Conference.
- 8,241 students were enrolled in Impact programs in FY95; 3,793 males (46%) and 4,448 females (54%).

Learner Outcomes

- Of the students enrolled in Impact programs; 2,509 improved grades and 1,899 improved attendance.
- 118 pregnant and parenting teens were identified in Impact programs facilitating the students' access to community resources.
- Teacher annual reports reflected assistance to students in the following areas: academics, peer relations, family relations and abuse, difficulty with school and community, and drug and alcohol abuse.
- 13.4% of Impact students completed (Individual Career Plans) ICPs in class.
- 30.9% coordinate career component with ICPs developed elsewhere.
- 58.4% of Impact classes included career components.

3. ***GRADS***

Graduation, Reality and Dual-role Skills (GRADS) is an in-school Family and Consumer Sciences instructional and intervention program for pregnant and parenting adolescents. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are:

- to increase the likelihood that participants will remain in school during pregnancy and after childbirth, and stay to the point of graduation.
- to help participants carry out positive health care practices for themselves and their children in both prenatal and postnatal stages.
- to provide participants with knowledge and skills related to child development and positive parenting practices.
- to prepare participants for the world of work.
- to encourage participants to set goals toward balancing work and family.
- to reduce subsequent pregnancies.

Program Outcomes

- During the 1994-95 school year, 268 programs operated in 748 school buildings.
- GRADS is available to students in 93 of the 94 vocational education planning districts in Ohio.
- 11,702 students were enrolled in GRADS programs this year.
- Ten regional inservice meetings--five in the Fall and five in the Spring--were held with over 448 GRADS teachers in attendance for both series.
- A one-day preconference and a series of sessions were offered to GRADS teachers at the All-Ohio Vocational Education Conference and attended by over 200 Ohio GRADS teachers and 10 out-of-state GRADS teachers.
- Three newsletters were sent to GRADS teachers and administrators.
- GRADS teachers averaged 307 individual conferences, 100 parent contacts, 61 home and hospital visits, 108 non-GRADS student contacts, and 156 agency contacts per year.
- The GRADS teacher-coordinator provided varied services, including:
  - visits to students at home or hospital at time of delivery.
  - networking with the many community agencies which serve the needs of teenage parents--social service, health, family planning, etc.
  - assisting students to locate child care, transportation, and setting goals toward balancing work and family.
  - GRADS teachers averaged 47 students.
- Male enrollment in GRADS is 11% in FY95.
- Eight percent of GRADS students are married.
- 7.6% of babies were classified low birth weight compared with 10.26% for all Ohio teens (FY93 follow-up data).
- GRADS was presented in national meetings as a model program for meeting the special needs of pregnant and parenting teens.
- GRADS received a second four-year grant from the U.S. Department of Education's National Defusion Network to disseminate the program model around the country.
- GRADS is being replicated in schools in 17 other states.

Learner Outcomes

- GRADS students have a student graduation retention rate of 85% (follow-up data for FY94 students) based on graduation or retention the following September.
- 5,269 GRADS students (74%) received early (first trimester) prenatal care, 520 students (7.4%) received only late (third trimester) or no prenatal care.
- Of the 6,986 pregnant GRADS students; 429 were a second pregnancy and 33 a third pregnancy.
- 3,103 GRADS students (40% of juniors and seniors) were enrolled in vocational job training programs.
- 265 GRADS students (9% of vocational job training GRADS students) were enrolled in nontraditional programs.
- 27% of the 1994 graduates were enrolled in postsecondary education in the Fall of 1993.
- 51% of the 1994 graduates were employed full or part-time in the Fall of 1993.

4. *Vocational Student Organization Activities*

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is a nonprofit vocational student organization for students in Family and Consumer Sciences in public and private schools through grade 12. FHA/HERO functions as an integral part of the Family and Consumer Sciences program and provides a framework where student planned, directed and evaluated activities take place. The goal of the organization is to help youth assume active roles in society through Family and Consumer Sciences education in areas of personal growth, family life, vocational preparation and community involvement.

Program Outcomes

- Ohio has 19,007 FHA/HERO members with 806 chapters.
- 61 Ohio students competed in National Star Events.
- 4,875 male members represent 19% of membership.
- Ohio is third in FHA/HERO membership nationally.
- A cadre of key, master, and mentor advisors assist with FHA/HERO leadership activities.
- 746 members participated in summer leadership camp.
- An estimated 3,700 members participated in 11 regional skill events.
- Approximately 3,900 members and advisors attended the state FHA/HERO conference.
- 157 members and advisors attended the National FHA/HERO leadership convention in Orlando.
- 1,092 members attended national cluster meetings.
- Ohio held the A+ workshop.
- Ohio had a national officer in 1994-95.

5. *Adult Family Life* *(in economically depressed areas)*

Family Life Education provides a holistic approach to education for families from economically depressed areas and families with special needs. Programming encourages the family to plan and set a course of action in the areas of resource management, parenting, literacy education, employment and community involvement. Parent/child interaction classes assist with early identification and intervention to prevent developmental delays in children due to high risk environments.

The Ohio family life education program is a community-based program serving families at risk in urban and rural areas. Centers are located in Akron, Cincinnati, Cleveland, Columbus, Dayton, Springfield, Toledo, and the rural counties of southeastern Ohio served through Mid-East Ohio Vocational Education Planning District. Participants gain knowledge and skills in parent-child interaction, development of self-esteem, nutrition and wellness, resource management, family literacy pre-job readiness, and accessing community resources. While parents are participating in the adult classes, their children are involved in developmentally appropriate activities. The program facilitated primary prevention via early identification and intervention, and referral when necessary to appropriate agencies. The early childhood programming is planned and carried out using national curriculum such as High Scope, National Association for the Education of Young Children, and Family-Oriented Structured Preschool Activity (FOSPA). A major focus is in family literacy.

Program Outcomes

In 1995, Ohio served 9,479 adults and 1,977 children ages 0 to 5 in 121 centers.

- 2,178 adults completed the Family Life Individualized Career Plan.
- 487 Family Life adult participants enrolled in ABLE/GED classes.
- 146 Family Life adult participants enrolled in vocational education programs.
- 183 children were identified with developmental delays. 173 children were referred for assistance.
- Family Life offered 436 courses including 4,530 hours of parenting education.

6. *Adult Transitions*

Transitions assists dislocated workers and unemployed or underemployed adults in securing skill training and/or employment through career transition instruction.

Program Outcomes

- Transitions coordinators served 6,618 unemployed and underemployed adults.
- Inservice programs for transitions coordinators included a new coordinators orientation in the Fall, a Spring technical update, and workshops at the All Ohio Vocational Education Conference.

Learner Outcomes

In 1995, Ohio's Career Transition programs assisted 2,426 adults upgrade their employment status.

- 2,192 adults enrolled in occupational vocational programs.
- 1,150 adults became independent of public assistance programs.

7. *Adult Work and Family*

The Work and Family program is designed to help employees become more productive in both their work life and family life. Work-site seminars are tailored to the needs of the individual organization. Seminar topics include interpersonal relationships, parenting skills and management skills.

Family and Consumer Sciences adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills.

In 1995, Ohio's work and family life programs served 5,155 employees

- three full-time adult work and family life programs
- 177 work-site seminars were held

8. *Family and Consumer Sciences Job Training Programs (Title II-C)*

Job training programs include:

- food management, production, and services
- clothing and interiors, production and services
- early childhood education and care
- hospitality and facility care services

Program Outcomes

- 5,102 students were enrolled in job training programs at the secondary level:
    - -- 105 clothing and interiors, production and services
    - -- 2,041 early childhood education and care
    - -- 1,993 food management and production
    - -- 553 hospitality and facility care
    - -- 410 Family and Consumer Sciences co-op job training
- Male enrollment in secondary job training programs is 27%; female 73%.
- 7,110 adult students were enrolled in full-time and/or part-time job training programs.
- A series of technical inservice meetings were provided for each job training area focusing on technical updates. 223 job training teachers participated.
- A Fall and Spring newsletter for each of the job-training programs was provided.
- Competency Occupational Analysis Profiles (OCAPs) were updated for Food Management and Early Childhood Education and include technology.

- Strong industry linkages continue with the Ohio Restaurant Association, the Ohio Hotel and Motel Association, the Ohio Chef's Association, the Ohio Dairy and Nutrition Council, the Ohio Association for Education of Young Children, and the Ohio Council on Hotel, Restaurant and Institutional Education.
- Food management teachers participated in a one week technical update inservice workshop.
- Performance assessment was developed for the Food Management and Early Childhood occupational programs.

B. Exemplary Programs

Criteria for exemplary programs require components including affiliated FHA/HERO, active advisory committee, approved course of study, extended program with home and community contacts, follow-up survey of students, professional memberships, participation in inservice, and well-managed departments. Students throughout Ohio are able to achieve success because of high quality Family and Consumer Sciences programs.

Work and Family Life Program, Eastern Brown High School

- Martha Rutherford, Instructor

This work and family life program has been known for innovation and community involvement. Creative teaching ideas are a hallmark of the program which has sometimes been limited by its facilities and resources. Mrs. Rutherford recently added career exploration and shadowing experiences for students as part of the new work and family life courses. The FHA/HERO program has produced several state and national FHA/HERO officers. School superintendent, Thomas Miller, states "the real winners of this award are the hundreds of students whose lives have been touched" by this quality program.

Displaced Homemaker/Transitions Program, Mahoning County JVS

- Katherine Fischer and Rollen Smith, Instructors

This program offers job search and employability skills to public assistance recipients in cooperation with the Mahoning County Department of Human Services. Job placement from the program greatly exceeded the goals set for the initial year. Human Services administrator, Cor Kester, states "Because of my personal involvement with the staff, I can testify to their dedication, commitment and concern for the well-being of the families they become involved in. This is not a job for them. It is a personal challenge, for which I admire them."

GRADS Program, Eastland Career Center

- Pam Karnes, Linda Kohler, Gail Lee, and Karen Reed, Instructors

These teachers serve 16 home schools and two career centers in Franklin and Fairfield counties. Research on Eastland GRADS students was featured in the book Teen Dads by Jeanne Lindsay. The program has a 93 percent retention rate. Mary Kershaw, a member of the program advisory committee says, "I am sure all the GRADS programs are excellent, but the Eastland GRADS program surpasses excellence." The teachers plan to use their award money to purchase videos or computer software for use in the classroom and in student homes.

XI. Tech Prep (Title III, Part E, Sections 341-347)

Prior to November 1992, the Ohio Department of Education's (ODE) Division of Vocational and Adult Education and the Ohio Board of Regents (OBR) worked cooperatively to initiate Tech Prep in Ohio.

Following are some milestones that have facilitated that initiation:

- Jointly organized and facilitated Tech Prep Ad-Hoc Committee meetings to set the direction for Ohio's Tech Prep program. The committee was composed of five secondary superintendents, five college presidents, two representatives from the Ohio Board of Regents (OBR) and two representatives from the Ohio Department of Education (ODE).
- As a result of recommendations from the Tech Prep Ad-Hoc Committee, ODE and OBR worked together to amend the state plan for vocational education as it relates to Tech Prep. This involved joint presentations to the Ohio Vocational Directors Associations, the Ohio Council on Vocational Education, the Committee of Practitioners and others.
- Jointly issued the first competitive Tech Prep Request for Proposal (RFP) on December 10, 1991.
- Jointly conducted seven Tech Prep regional workshops (held in October and November of 1991).
- Cooperatively revised the RFP for a second round of grants.
- On April 22 and 28, 1992, jointly conducted two bidder's conferences for the second Tech Prep RFP.
- Jointly conducted and continue to conduct meetings of the grant sites. Currently we are in the process of establishing performance measures and coordinating a Tech Prep promotional campaign.
- In addition to the above, representatives from ODE and OBR have met with numerous schools to assist them in forming a Tech Prep consortium.

As a result of these activities and many others since the initiation of Tech Prep in Ohio:

- 23 consortia responded to the first RFP
- six consortia were awarded three-year Tech Prep grants in FY92
- 15 consortia responded to the second RFP
- seven consortia were awarded three-year Tech Prep grants in FY93
- eight consortia responded to the third RFP
- seven consortia were rewarded three-year Tech Prep grants in FY94
- five consortia responded to the forth RFP
- four additional consortia were awarded three-year Tech Prep grants in FY94

Therefore, in FY95, 24 consortia were in operation in Ohio. Those consortia represent:

- 35 colleges
- 320 secondary school districts
- 410 business/industry and labor representatives

The focus of the consortia's activities centered on developing new options for students. The following is a list of some of those new options:

New Options in Secondary Education

- Developing new programs
  - Allied Health Technologies
  - Computer Information Systems
  - Computer Support Technology
  - Electronic Technology
  - Engineering Technology
  - Manufacturing Technology
  - Pre-Nursing

- Teaching in teams with an interdisciplinary approach in the vocational labs
- Accessing a variety of vocational labs to complete a project
- Developing satellite programs at the associate schools
- Participating in any Tech Prep program in the consortium tuition fee
- Delivering the occupational component for less than 150 per day
- Using applied teaching methodologies in academic classes
- Providing School-to-Work opportunities
- Providing summer internship programs
- Reducing or eliminating the General Education Track
- Creating satellite programs at the college
- Establishing scholarship funds to Tech Prep Students

New Options in Higher Education

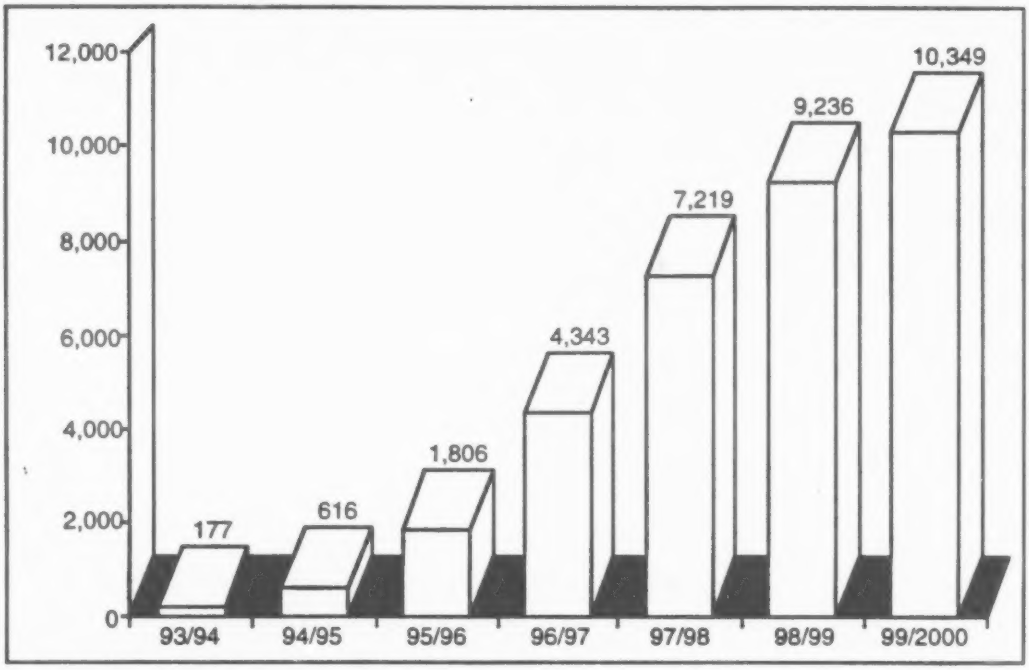
- Sharing laboratories and facilities
- Reducing developmental courses and remedial courses
- Eliminating entry level courses
- Adding advanced skills courses
- Developing new degree programs
  Associate of Applied Science Degree in Manufacturing Engineering Technology at Kent State University - Salem Campus
- Associate of Applied Science degree on Polymer Technology at the University of Akron Community and Technical College
- Major in Computer Support Services to be offered under the Associate of Applied Sciences in Computer Information Science at Sinclair Community College
- Creating new orientation courses
- Developing capstone projects with business, industry, and labor
- Waiving the application fee
- Waiving the out-of-county tuition
- Using contextual learning and applied teaching methodologies
- Providing School-to-Work opportunities
- Awarding credit by exam
- Using the Postsecondary Enrollment Options Program

TECH PREP

Figure 5

Projected Secondary Enrollment* are shown in Figure 5.

A Tech Prep student is identified as: a student who, beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech Prep demonstration site.



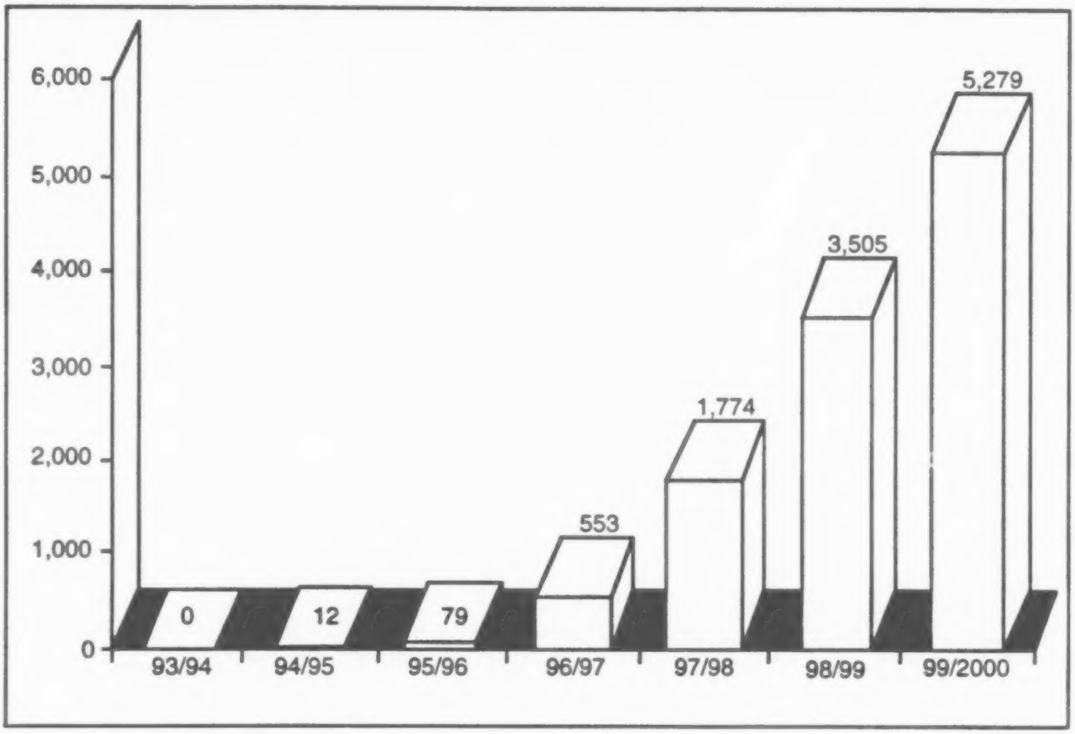
* Data collected from survey of 24 Tech Prep Consortia

TECH PREP

Figure 6

Projected College Enrollment* are shown in Figure 6.

A Tech Prep student is identified as a student who, beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech Prep demonstration site.



* Data collected from survey of 24 Tech Prep Consortia

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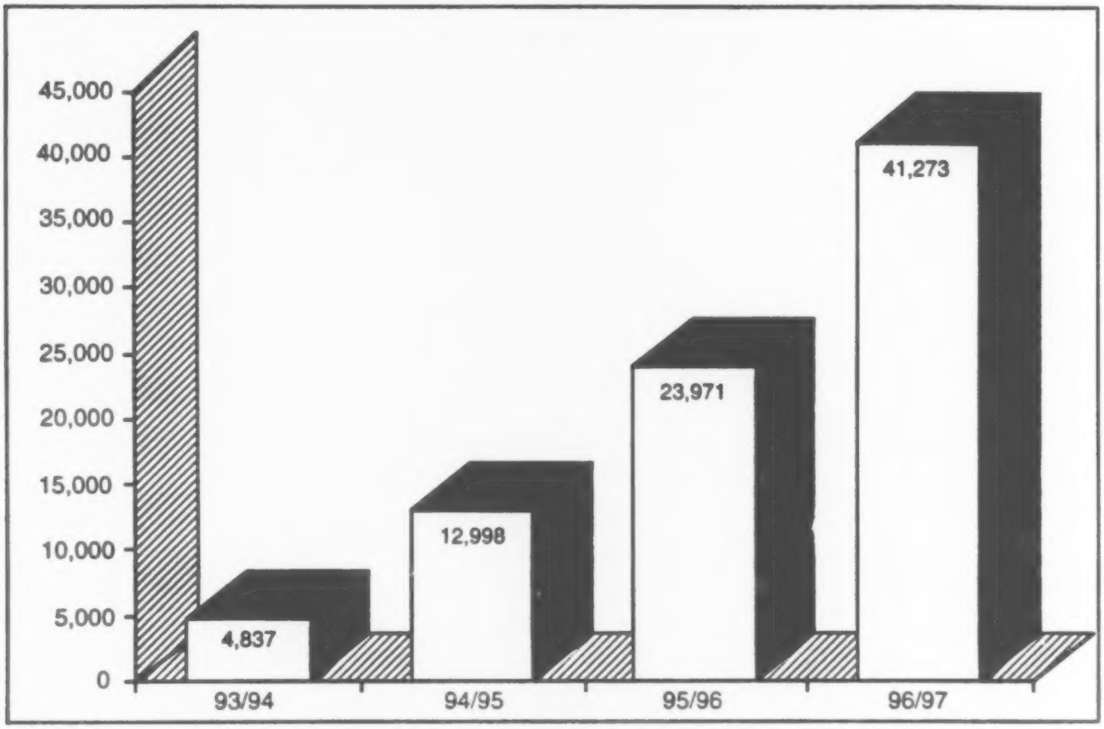
TECH PREP

Figure 7

Projected Students in Applied Academics as a result (in part or whole) of Tech Prep Professional Development Activities* are shown in Figure 7.



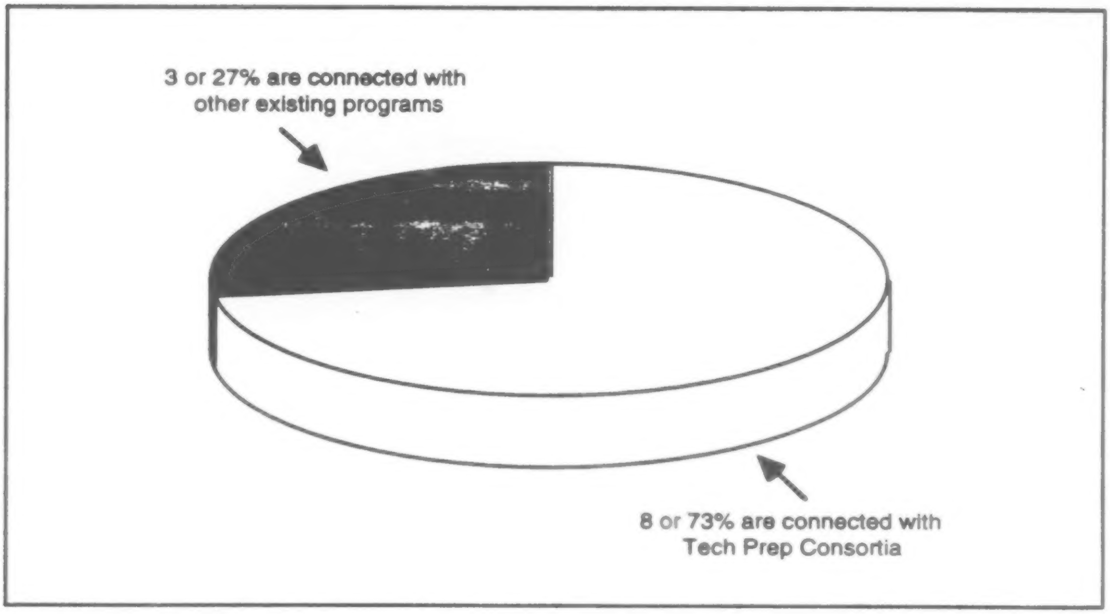
* Data collected from survey of 24 Tech Prep Consortia

Tech Prep programs are connecting with the School-To-Work initiative in a variety of ways including:

- Creating articulation models for joint vocational schools, magnet schools and comprehensive high schools,
- Featuring business/instructor exchange programs,
- Linking the isolated worlds of "work" and "school", and
- Offering a seamless course of study linking secondary and postsecondary education in a School-To-Work road map.

TECH PREP

Figure 8
School-To-Work pilot programs connected with Tech Prep Consortia are shown in Figure 8.



Consortia Membership

PHASE I

Central Ohio Tech Prep Consortium (Columbus State Community College)

AEP
Ameritech
Banner Tool and Die
Chillicothe City Schools
Columbus City Schools & VEPD
Crane Plastics
Delaware City Schools
Delaware Joint Vocational School
Dodson-Lindblom, Inc.
Dupont Circleville
Eastland Vocational School
Franklin County Engineers
Gahanna-Jefferson City Schools
Groveport Madison Local Schools
Honda Manufacturing of America
Kokosing Contracting Engineers
Logan Elm Local Schools
Parker Hannifin, Inc.
Pickaway-Ross Joint Vocational School
Pickerington Local Schools
Plain (New Albany) Local Schools
Reynoldsburg City Schools
Rimrock Corp.
Sensotect Inc.
South-Western City Schools

Superior Tool and Die
Teays Valley Local Schools
Timken Inc.
TOSOH
Walnut Township Local Schools
WESTCAMP Press
Westerville City Schools
Whitehall City Schools
Worthington City Schools

The North Coast Tech Prep Consortium (Cuyahoga Community College)

Auburn Vocational School
Bailey Controls Company
Bedford/Maple Heights City Schools
Black Data Processing Associates
BP Oil
C.T. Consultants Incorporated
Cleveland Automobile Dealers Associations
Cleveland Data Center
Cleveland Heights High School
Cleveland Hts.-University Hts. City Schools
Cleveland Public Schools
Cleveland State University
Cuyahoga Valley JVS
Digital Equipment Corporation
East Cleveland City Schools
Ford Motors/IBE Local 1377
GM Training Center
General Motors Training Center
Greater Cleveland Growth Association
Greater Cleveland Hospital Association
Health Careers Services
Industry Week Magazine
Jane Adams Business Career Center
Kent Roosevelt High School
Lakewood City Schools
LCI International
Marymount Hospital
Mayfield City Schools
Mayfield Excel T.E.C.C.
Medina County JVS
Multi Cultural Diversity
National Machining & Tooling Association
P.A.T. Architect & Associates
Parma City Schools
Polaris JVS
Polytech, Inc.
Progressive Insurance
Region of Project Discovery
Roberts & Associates
Shaw High School
Six District Educational Compact
Sunnyside Automotives
TCC Airfoils - SMP Plant
Tri-Heights Career Prep Consortium
Urban League of Cleveland
Valley Forge High School
The Voinovich Brothers
West Shore Vocational District

Tech Prep Partners of Marion (Marion Technical College)

AFL-CIO
Cardington-Lincoln Local Schools (Morrow County)
Chamber of Commerce
Elgin Local Schools (Morrow County)
Highland Local Schools (Marion County)
Honda of America
Levering Brothers
Marion City Schools
Marion County Board of Education
Med Center Community Hospital
Morrow County Board of Education
Mt. Gilead Exempted Village
North Union Local Schools (Morrow County)
Ohio Edison
Parker-Hannifin Company
Pleasant Local Schools (Marion County)
Private Industry Council
Ridgedale Local Schools (Marion County)
River Valley Local Schools (Marion County)
Tri-Rivers Joint Vocational School
Whirlpool Corporation
WMRN Radio Station
Wyandot Corporation
Adelphia Cable
Ashland City Schools
Ashland County - West Holmes Career Center
Ashland County Schools
Buckeye Central Local Schools (Crawford County)
Bucyrus Local Schools
Clear Fork Valley Local Schools (Richland County)
Cole Tool and Die
Colonel Crawford Local Schools (Crawford County)
Crawford County Schools
Crestline Exempted Village Schools
Crestview Local Schools (Richland County)
Emcorp
Empire Detroit/Armco
F.E. Myers Company
FSC Educational
Galion Local Schools
Geauga Plastics
General Electric
General Hone
General Motors/CPC
Gorman Rupp Company
Hartman Electric
Hi-Start Manufacturing Co.
Hillsdale Local Schools (Ashland County)
Holmes County Board of Education
Hydromatic, Inc.
IBEW International Brother of Electrical Workers
K & L Die Manufacturing
K-Mart (Ashland)
Kahl Electric
Kemper Securities
Knox County JVS

Knox County Schools
Lake Park Industries of Ohio
Lexington Local Schools (Richland County)
Loudonville-Perrysville Exempted Village Schools
Lucas Local Schools (Richland County)
Madison Comprehensive High School
Madison Local Schools (Richland County)
Mansfield Brass and Aluminum Corporation
Mansfield City Schools
Mansfield Local Schools
Mansfield Screw Machine Production Company
Mapleton Local Schools (Ashland County)
Marr Knapp Crawfis Associates Inc.
Midwest Industries
National Latex
Neer Manufacturing
Newman Technologies
Northmore Local Schools (Morrow County)
Ohio Steel Tube/Copperweld
Ontario L Local Schools (Richland County)
Performance Telephone
Pioneer Career & Technology Center
Plymouth Local Schools (Richland County)
R.B.B. Incorporated
Richland Economic Development Center
Richland County Department of Human Services
Richland County Office of Education
RR Donnelly and Sons Company
Shelby Local Schools
Square One Group
Therm-O-Disc
Timken Company
United Auto Workers
United Steel Workers
United Telephone Systems
Warren Rupp Company
Weidner Motors
West Holmes Local Schools (Holmes County)
Willard Local Schools
Wynford Local Schools (Crawford County)

Miami Valley Tech Prep Consortium (Sinclair Community College)

Ansonia Local Schools (Darke County)
Arcanum-Butler Local Schools (Darke County)
Beavercreek Local Schools (Greene County)
Bethel Local Schools (Miami County)
Brookville Local Schools (Montgomery County)
Butler County JVSD (Butler County)
Carlisle Local Schools (Warren County)
Cedar Cliff Local Schools (Greene County)
Kettering/Oakwood/Centerville City Schools Compact
Chrysler, Acustar Division
Cincinnati Milacron
City of Dayton, Data Processing
Communication Workers of America
CR Coblentz Local Schools (Preble County)
Dayton Area Automobile Dealers' Association
Dayton Area Chamber of Commerce
Dayton Power and Light
Dayton Public Schools
Dayton Tooling and Machining Association
Duriron Inc.
Eaton City Schools
Economic Development Council
Edison Materials Technology Center
Englewood Precision, Inc.
Fairborn City Schools
Franklin City Schools
Franklin-Monroe Local Schools (Darke County)
Gem City Engineering
General Motors Training Center
General Motors, Delco Chasis Division
Greater Dayton Area Hospital
Greene County Career Center
Greeneview Local Schools (Greene County)
Guyler Buick Inc.
Huber Heights City Schools
Jefferson Twp Local Schools (Montgomery County)
Kettering City Schools
Kettering/Oakwood/Centerville Compact
Kings Local Schools (Warren County)
Lebanon City Schools
Lemon-Monroe Schools
Little Miami Local Schools (Warren County)
Mad River Local Schools (Montgomery County)
Manchester Technical Center
Mason City Schools
Miami East Local Schools (Miami County)
Miami Valley Career Technology Center
Miami Jacobs Junior College of Business
Miamisburg City Schools
Middletown City Schools
Milton Union Exempted Village Schools
Mississinawa Valley Local Schools (Darke County)
Montgomery County JVS
New Lebanon Local Schools (Montgomery County)
Northmont City Schools
Northridge Local Schools (Montgomery County)
Ohio Department of Transportation
Ohio Tooling and Machining Association
Preble-Shawnee Local Schools (Preble County)
Springboro Community City Schools
Sugarcreek Local Schools (Greene County)
Tipp City Exempted Village Schools
Tri-County North Local Schools (Preble County)
Tri-Village Local Schools (Darke County)
Trotwood-Madison City Schools
Twin Valley South Schools (Preble County)
United Auto Workers
Valley View Local Schools (Montgomery County)
Vandalia-Butler City Schools

Versailles Exempted Village Schools
Warren County JVS
Wayne Local Schools (Warren County)
West Carrollton City Schools
Xenia City Schools
Yellow Springs Exempted Village Schools

Washington-Morgan-Meigs Counties Consortium
(Washington State Community College)

Agency on Aging
Bank One
Belpre City Schools
Cambridge Mental Health Facility
Camden Clark Memorial Hospital
Chevron Chemical
Elkem Metals
Fenton Art Glass
Fort Frye Local Schools (Washington County)
Frontier Local Schools
Hendershot Communications
IBEW (IAM Local 2077)
Marietta City Schools
Meigs Local Schools
Morgan Local Schools (Morgan County)
Parkersburg Marietta Building & Construction Trades Council AFL-CIO
RJF
SDA #31 - JTPA of Southeast Ohio
Selby General Hospital
Shell Chemical
St. Joseph's Hospital
Theisen, Brock, Frye, Erb, & Company
Warren Local Schools (Washington County)
Washington County Board of Education
Washington County Career Center
Wolf Creek Local Schools

PHASE II

Upper Miami Valley Tech Prep Consortium
(Edison State Community College)

Airstream Inc.
Alcoa Building Products
Allied Signal
American Matsushita (Panasonic)
Anna Local Schools
B.F. Goodrich
Bank One, Sidney, NA
BASF
Botkins Local Schools
Bramco Inc.
Brookside Laboratories
Burks Pumps
Cadillac Gage-Texton
City of Piqua
Clopay Corporation
Copeland Corp.
Corning
Darke County Chamber of Commerce
EMI Corporation
Fairlawn Local Schools
Fifth Third Bank
Fort Loramie Local Schools
French Oil Mill Machinery
Greenville City Schools
Greenville Technologies
Hammer Graphics
Hartzell Propeller
Hobart Brothers Co.
Holloway Sportswear, Inc.
Honda of America Manufacturing, Inc.
International Union of Electronic Electrical, Salaried, Machine and Furniture Workers, DSSMV-AFL-CIO
Jackson Center Local Schools
Jackson Tube Service
KTH Parts Industries
Lostcreek Tool
Master Swaging, Inc.
Miami Industries
Midmark Corporation
Monarch Machine Tool Co.
Parker Dillon Carlson and Johnson, Inc.
Piqua Chamber of Commerce
Piqua City Schools
Piqua Emery Foundry
Plastipak Packaging
PMI Food Equipment
Precision Custom Products, Inc.
Prodeva, Inc.
Provico, Inc.
Ross Aluminum
Russia School District
Schindler Houghton
SEW/Eurodrive
Shelby County Board of Education
Sidney City Schools
Sidney-Shelby County Chamber of Commerce
Sonoco Products
Stillwater Technologies
The French Oil Mill Machinery Co.
The Orr Felt Co.
Time Warner Satellite Services
Troy Chamber of Commerce
Troy City Schools
Upper Valley JVS
Upper Valley Medical Center - Dettmer Campus
UAW Local 128
Village of Jackson Center
WH and Associates
Whiteford Foods
Witt Plastics, Inc.

Columbiana County Tech Prep Consortium
(Kent State University - Salem Campus)

American Standard Inc.
Beaver Local Schools (Columbiana County)
Bliss-Salem, Inc.
Butech, Inc.
Cardinal Pumps & Exchangers, Inc.
Columbiana County Board of Education
Columbiana County Exempted Village Schools
Columbiana County JVSD

Columbiana County Port Authority
Columbiana County Progress Council
Crestview Local Schools (Columbiana County)
East Liverpool City Schools
East Palestine City Schools
Eljer Plumbingware
General Electric Company
Grid Industrial Heating
Hunt Valley Co., Inc.
Jefco Industries, Inc.
Kent State University-East Liverpool Campus
Leetonia Exempted Village Schools
Lehmann Mills, Inc.
Lisbon Exempted Village Schools
McCorkhill Marketing
O.K. Dies, Inc.
Packard Electric Company
RAG Tooling Co.
Robertshaw Salem Controls, Inc.
Sekely Industries, Inc.
Solartech, Inc.
Southern Local Schools (Columbiana County)
Spirex Co.
Summitville Tiles
Tube Tech, Inc.
United Local Schools (Columbiana County)
Wellsville Local Schools (Columbiana County)
Worthington Custom Plastics

Kent Trumbull Tech Prep Consortium (Kent State University - Trumbull Campus)

Badger Local Schools
Bloomfield-Mespo Local Schools (Trumbull County)
BP Oil
Bristol Local Schools (Trumbull County)
Brookfield Local Schools (Trumbull County)
Centel Cellular
Champion Local Schools (Trumbull County)
Delphi Packard Electric Systems
Electronic Data Systems
Girard City Schools
Gordon D. James Career Center
Howland Local Schools (Trumbull County)
Hubbard Exempted Village Schools
IUE Local 717
LaBrae Local Schools (Trumbull County)
Lakeview Local Schools (Trumbull County)
Liberty Local Schools (Trumbull County)
Lordstown Local Schools (Trumbull County)
Maplewood Local Schools (Trumbull County)
Matthews Local Schools (Trumbull County)
McDonald Local Schools (Trumbull County)
Mill Creek Consultants, Inc.
Newton Falls Exempted Village Schools
Niles City Schools
Northside Medical Center
Packard Electric Division - GM
Private Industry Council
Second National Bank
Security Dollar Bank
Southington City Schools
Southside Medical Center
St. Joseph Riverside Hospital
TCI Cablevision of Ohio, Inc.
Trumbull County Board of Education
Trumbull County Federation of Labor
Trumbull County JVSD
Trumbull Memorial Hospital
Trumbull Regional Educational Service Center
Warren Board of Education
Warren City Schools
Warren General Hospital
Warren Trumbull Urban League, Inc.
Warren Urban League
Weathersfield Local Schools (Trumbull County)

Lakeland Tech Prep Consortium (Lakeland Community College)

Allen-Bradley Company
Ashtabula City Schools
Ashtabula County JVSD
Asset Manufacturing Inc.
Auburn JVSD
Aurora City Schools
Avery Dennison
Bailey Controls Co.
Bank One
Bard Interventional Products
Beachwood City Schools
Bentronix Corp.
Berkshire Local Schools (Geauga County)
Buckeye Local Schools (Ashtabula County)
Cardinal Local Schools (Geauga County)
The Center for Business & Industry
Channel Products
Chardon Local Schools (Geauga County)
Chargin Falls Exempted Village Schools
City of Mentor Economic Development Dept.
Cleveland State University
The Cleveland Clinic
Concord Castings, Inc.
Conneaut City Schools
Delta Tech
Dixie-Narco Inc.
E Manufacturing
EMH Regional Medical Center
Endura Plastics
Euclid City Schools
Euclid Precision Grinding
Eye Lighting International
Fairport Exempted Village Schools
Fredon Corporation
Geneva Area City Schools
Gould Inc.
Grand Valley Local Schools (Ashtabula County)
Greater Cleveland Hospital Association
Greater Cleveland Growth Association
Greater Cleveland Hospital Association
I.B.E.W. Local 673
Jefferson Area Local Schools (Ashtabula County)
John Carroll University

Kaiser Permanente
Kennametal
Kenston Local Schools (Geauga County)
Kirtland Local Schools (Lake County)
Lake County AFL-CIO
Lake County Chamber of Commerce
Lake County Data Center
Lake County Educational Service Center
Lake Hospitals System
Lakeshore Compact
Ledgemont Local Schools (Geauga County)
Lincoln Electric
Lubrizol Corporation
Madison Local Schools (Lake County)
Malish Brush Co.
MarKen & Associates
Mayfield City Schools
Mayfield Excel T.E.C.C.
Mentor Exempted Village Schools
Meridia Huron Hospital
Modern International Graphics
The National Tooling & Machining Cleveland Chap.
The News Hearald
Newbury Local Schools (Geauga County)
Ohio Bell
Orange City Schools
PCC Airfoils
Packaging Corp. of America
Painesville City Local School District (Lake County)
Parker-Hannifin Corporation
Perry Local Schools (Lake County)
Perry Nuclear Power Plant
Picker International
Pymatuming Valley Local Schools (Ashtabula County)
Richmond Heights Local Schools (Cuyahoga County)
SCM Chemicals, Inc.
Saint Joseph Hospital
Ski-Way Machine Products
Solon City Schools
South Euclid-Lyndhurst City Schools
Southwest General Hospital
Spectrum Tool & Dye
STERIS Corporation
Technovantage
Techtron
Tegam Incorporated
Tridelta Industries, Inc.
Universal Metal Products
University Index
University of Akron
U.S. Endoscopy Group, Inc.
Vecmar Computer Corporation
West Geauga Local Schools (Geauga County)
Wickliffe City Schools
Willoughby/Eastlake City Schools
Zagar Inc.
Zarlenga Industries, Inc.

Ohio South Tech Prep Consortium (Shawnee State University)

Accurate Heating and Cooling
Allied Signal, Inc.
Aristech Chemical Corporation
Arrow Molded Plastics
Ashland Oil Refinery
Bloom-Vernon Local Schools (Scioto County)
BMI
Chesapeake Union Exempted Village Schools
Columbia Gas Co.
Dawson-Bryant Local School District
Dow Chemical
Eastern Local Schools (Pike County)
Fairfield Local Schools (Highland County)
Fairland Local School District
GTE
International Brotherhood of Electricians
Ironton City School District
Lawrence County JVSD
Martin Marietta Energy Systems
Mills Pride
Millwright Local Union
New Boston Coke Corp.
Northwest Local Schools (Scioto County)
Ohio Bureau of Employment Services
Ohio Power Company
Ohio University - Southern Campus
Pike County Health Department
Pike County JVSD
Plumbers & Steamfitters Local #577
Portsmouth City School District
RHF Enterprises
Rock Hill Local School District
Scioto County JVSD
Scioto Valley Local Schools (Pike County)
SDA #18 - CAO Scioto County
SDA #24 - CAO Lawrence County
Shawnee State University
South Point Local School District
Symmes Valley Local School District
V.A. Medical Center
Washington Local Schools (Scioto County)
Waverly City School District
Western Local Schools (Pike County)
Xerox

Stark County Tech Prep Consortium (Stark Technical College)

Accu-Path Laboratories
AFL-CIO Council - Greater Canton
Akro Corporation
Alliance City Schools
Alliance Community Hospital
Ameritech
Arbors of Canton
Aultman Hospital
Babcock & Wilcox
Baker's Automotive
Brown Local Schools (Carroll County)
Camelot Music, Inc.

Canton City Schools
Canton Local Schools (Stark County)
Central States Can Company
Cutler & Associates
CMP/Met Path Laboratory
Diebold, Inc.
Doctors Hospital
Downtown Ford
East Ohio Gas Company
The Educational Enhancement Partnership, Inc.
Evans Automotive Center
Ewing Chevrolet
Fairless Local Schools (Stark County)
Family Pontiac
Hanover House
Hilscher-Clarke Electric
Hoover Company
Interbold/Diebold
J.W. Garaux Consulting
Jackson Local Schools (Stark County)
Job Training Partnership
Kempton Motors
Ken Styer Auto Doctor
Lake/Plain/North Canton Compact
Litco Wood Products
Louisville City Schools
Manor Care Nursing
Marlington Local Schools (Stark County)
Massillon City Schools
Massillon Community Hospital
McClurg Business Systems
Meadow Wind Health Center
Minerva Local Schools (Stark County)
North Canton Medical Clinic Center
Northwest Local Schools (Stark County)
Ohio Department of Development
Ohio Power Company
Osnaburg Local Schools (Stark County)
Perry Local Schools (Stark County)
Private Industry Council
Redicon Corporation
Republic Engineered Steels
Sandy Valley Local Schools (Stark County)
SEA Group, Inc.
St. Luke Lutheran Home
Stark Ceramics, Inc.
Stark County Department of Education
Stark County JVSD
Stark Development Board
Stark Technical College
The Timken Company
Timken Mercy Medical Center
Tuslaw Local Schools (Stark County)
Western Auto

Akron Area Tech Prep Consortium
(The University of Akron
Community & Technical College)

AFL-CIO
Akron Area Regional Development Board
Akron City Hospital
Akron General Hospital
Akron Public Schools
City of Akron
ComDoc Office Systems
Cuyahoga Falls City Schools
Delta Systems
Educational Talent Search
Four Cities Compact
GenCorp Polymer Products
GOJO Industries
The Goodyear Tire & Rubber Company
H & H Machine Shop
Hitachi Data Systems
J.S.L. & Associates
JTPA
Loral Defense Systems - Akron
Management Recruiters
Maplewood Area JVSD
Martin Rubber Company
Medina County Career Center
Medina County Economic Development Corporation
Ohio Industrial Training Program
Plastipack Packaging
Portage Lakes JVSD
Republic Engineered Steels
Roadway Express, Inc.
Six District Educational Compact
Springfield City Schools
Stow City Schools
Summit County Department of Human Services
The University of Akron, College of Education
Urban League
Van Dorn Plastic Machinery Co.
Wadsworth City Schools
Wayne County Schools Career Center
Westfield Companies

PHASE III

Clark State Tech Prep Consortium
(Clark State Community College)

Baader Brown Manufacturing
Cascade Corp
Center for Leadership in Education
Clark County Board of Education
Clark State Community College
Cooper Industries
Corporate Image Makers
Eagle Tool & Machine Co.
Elyria Manufacturing
IBEW Local #129
ITT Jabsco
KTH Parts Industries, Inc.
Keystone Local Schools
Mechanicsburg EVSD
Navistar International
Northeastern Local Schools
Lorain City Schools
Lorain County Board of Education
Lorain County Community College
Lorain County Employment & Training Administration
Lorain County JVS
Lorain County Urban League
Ohio Hi-Point JVSD

Pentaflex, Inc.
R&M Materials Handling, Inc.
R W Beckett Corp
RITTAL Corp
Springfield Chamber of Commerce
Springfield City Schools Board of Education
Springfield-Clark County JVSD
Tecumseh Local School District
UAW-CAP Council, UAW Local 402

Jefferson County Tech Prep Consortium (Jefferson Technical College)

AEP/Ohio Power
Ambulance Service, Inc.
Ameritech
Ball Corp.
Barium & Chemicals, Inc.
Bellofram Corp.
Buckeye Local Schools (Jefferson County)
Bureau of Employment Services
Burger King
Cavanaugh & Moore, CPA
Chamber of Commerce
Change, Inc.
The Citizens Banking Company
CM Tech Corp.
DiPino Realty
Downtown Business Association
Edison Local Schools (Jefferson County)
Excel Mining Systems
Feroleto Steel Corp.
Franciscan University of Steubenville
Friskies Can Corp.
Governor's Educational Management Council
Hancock Manufacturing Co., Inc.
IBEW
Indian Creek Local Schools (Jefferson County)
The Intelligencer
Jefferson County Business/Educational Partnership
Jefferson County Human Services
Jefferson County JVS
Jefferson County School District
Jefferson County Taxpayers Assoc.
Jefferson Economic Council
M&M True Value Hardware
Mars-Jane Steel
Neo Industries
Odyssey 1 Mobile Productions, Inc.
Ohio Bell
Ohio Edison/Sammis Plant
Ohio Power Company
Ohio Valley Hospital
OVH School of Nursing
Public Library of Steubenville & Jefferson Co.
Sal Chemicals
Signode Supply Corporation
St. John Medical Center
Steel Valley Leasing, Inc.
Steubenville City Schools
Steubenville Herald Star
Super 8 Motel
Technimedia Studios
Titanium Metals Corp., Toronto, OH Plant
Toronto City Schools
Unibank
US Can Corp.
USWA Local 1190
Weirton Steel Corporation
Wheeling Nisshim Steel Corp.
Wheeling-Pittsburgh Steel Corp.
World Radio & Telecommunications
WTOV-TV9
Harold Starr (Individual)

West Central Ohio Tech Prep Consortium (Lima Technical College)

Aeroquip Corporation
Allen East Local Schools
Allied Labor Council
Apollo Career Center
Arcadia Local Schools
Arlington Local Schools
Bath Local Schools
Benjamin Local Schools
Bellefontaine City Schools
Blanchard Valley Hospital
Bluffton Exempted Village Schools
Carey Exempted Schools
Celina City Schools
Central Insurance Companies
Coldwater Exempted Village Schools
Cory Rawson Local Schools
Crestview Local Schools
Delphos City Schools
Elida Local Schools
Findlay City Schools
Ft. Recovery Local Schools
GROB Systems, Inc.
Indian Lake Local Schools
Jennings Local Schools
Kenton High School
Leipsic Local Schools
Liberty Benton Local Schools
Lima Area/MCO Health Education Center, Inc.
Lima City Schools
Lima Engine Plant, Ford Motor Co.
Lima Memorial Hospital
Lima Technical College
Lincolnview Local Schools
Marion Local Schools
McComb Local Schools
Metokote Corp.
Miller City Local Schools
Minster Local Schools
Monarch-Stamco
New Bremen Local Schools
New Knoxville Local Schools
Ohio Hi-Point JVS
OMNI Manufacturing
Ottawa/Glandorf Local Schools
Ottoville Local Schools
Pandora/Gilboa Local Schools
Parkway Local Schools

Paulding County Schools
Perry Local Schools
Putnam County Office of Education
Ridgemont Local Schools
Riverdale Local Schools
Riverside Local Schools
Riverside High School
Shawnee Local Schools
Spencerville Local Schools
St. Henry Local Schools
St. Marys City Schools
St. Rita's Medical Center
Upper Scioto Valley Local Schools
Van Buren Local Schools
Van Wert City Schools
Van Wert County Board of Education
Vanlue Local Schools
Vantage Vocational School
Wapakoneta City Schools
Waynesfield Goshen Local Schools
Wright State University - Lake Campus

Lorain County Tech Prep Consortium
(Lorain County Community College)

Amherst EVSD
El Centro
Elyria City Schools

Mid-East Ohio Tech Prep Consortium
(Muskingum Area Technical College)

Anchor Glass Container Corporation
Bricklayers and Allied Craftsman
Caldwell Exempted Village Schools
Cambridge and Guernsey Co. Corp.
Cambridge Tool & Dye
Champion Spark Plug
CORC
Guernsey County Schools
Guernsey-Noble Career Center
International Brotherhood of Electrical Workers
Mid-East Ohio JVS
Morris & Snyder Auto Parts
Muskingum Area Technical College
Noble Local School District
Northern Local School District
Perry Local Schools
Rolling Hills Local Schools (Guernsey County)
United Technologies
Zanesville City Schools
Zanesville-Muskingum Chamber of Commerce

Workforce Development Council
(Terra State Community College)

Allied Signal
Bellevue City Schools
Benton-Carroll-Salem Schools
Berlin Milan Local Schools
Bettsville Local Schools
BGSU Firelands College
Clevite Elastomers
Clyde-Green Springs Exempted Village
Danbury Local Schools
Delco Chassis
Delco Chassis UAW Local 913
EHOVE JVS
Erie County
Erie County Chamber of Commerce
Ford Motor Company
Fostoria City Schools
Fremont City Schools
Genoa Schools
Gibsonburg EVSD
Guardian Industries
Hopewell-Loudon Local
Huron City Schools
Huron County
Industrial Nut Corp.
Kilbane Advertising
King Electric
Lakota Local Schools
Margaretta Local Schools
Mennel Milling Co.
Mohawk Local Schools
Monroeville Local Schools
National Machinery
New London Local Schools
New Riegel Schools
Northwest Ohio Regional Prof. Dev. Center
Norwalk City Schools
Norwalk Furniture
Ohio Power Company
Old Fort Local Schools
Ottawa County
Ottawa County Economic Development
Perkins Local Schools
Port Clinton City Schools
Private Industry Council
Sandusky City School District
Sandusky County Chamber of Commerce
Sandusky County Economic Development Corp.
Sandusky County Schools
Seneca East Local Schools
South Central Local Schools
Style Crest
Terra Technical College
Tiffin City Schools
Toledo Electrical Joint Apprenticeship & Training Committee
Upper Sandusky EVSD
Vanguard Sentinel Vocational School District
Vermilion Local
Western Reserve Local
Whirlpool Corporation
Woodmore Schools
Wyandote County

Greater Cincinnati Tech Prep Consortium
(University of Cincinnati – Clermont College)

AFL-CIO Labor Council
Bethel-Tate Local School District
Cincinnati Bell, Inc.
Cincinnati Milacron
Cincinnati Public Schools
Cincinnati Technical College
City of Forest Park Economic Dev. Dept.

Clermont County Human Services
D. Russell Lee Career Center
Employment & Training Center of Clermont County
Fairfield Local School District
Formica Corporation
Georgetown Exempted Village Schools
Great Oaks JVSD
Greater Cincinnati Hospital Council
Miami University - Hamilton Campus
Miami University - Middletown Campus
Milford Exempted Village Schools
Mount Healthy Local Schools Dist.
Northwest Local School District
OMI College of Applied Science (UC)
Princeton Local School District
Private Industry Council of the City of Cincinnati & Hamilton County
Ross Local School District
Southern Hills Career Center
Southern State Community College
St. Bernard/Elmwood Place Local School Dist.
SW Ohio Career Development Council
UC, Raymond Walters College
UC, University College
University of Cincinnati Hospital
University of Cincinnati/Clermont
US Grant JVSD
Warren County Career Center
Washington Courthouse Local School District
West Clermont Local Schools

PHASE IV

Tuscarawas County Tech Prep Consortium (Kent State University - Tuscarawas Campus)

Allied Machine & Engineering
Ansell Edmont Industrial, Inc.
Bank One, Dover, N.A.
Buckeye JVSD
Carrollton Exempted Village School District
Carrollton Graphics, Inc.
Claymont City School District
Columbus Southern Power Company
Conotton Valley School District
Coshocton City Schools
Coshocton County Board of Education
Coshocton County JVSD
Coshocton Stainless Division
Dover City Schools
East Holmes School District
First National Bank of Dennison
Garaway Local Schools
Gen Corp Polymer Products
Gradall
Greer Steel
Handy & Harman Automotive Group
Indian Valley Local Schools
Job Training Partnership, Ohio SDA #23
Joy Technologies
Lauren Manufacturing
New Philadelphia City Schools
Newcomerstown Exempted Village Schools
Ridgewood School District
Riverview School District
Strasburg Franklin Local Schools
The Gradall Company
The First National Bank
The Timken Company
Tuscarawas County Chamber of Commerce
Tuscarawas County Labor Management Council
Tuscarawas County Schools
Zimmer Patient Care

Applied Technology Instruction: Technical Education & Careers in Horticulture Tech Prep Consortium (The Ohio State University Agricultural Technical Institute)

Architectural Greenery
Ashland City Schools
Ashland County - West Holmes JVS
Buckeye JVS
Carrollton Exempted Village School District
Davey Resource Group
E.G. & G., Inc.
Jackson Local Schools (Stark County)
Job Training Partnership, Ohio SDA #23
Lake Shore Vocational Education Compact
Mentor City Schools
Ohio Department of Natural Resources-Div. of Forestry
Triway Local Schools (Wayne County)
Wayne County JVS

Northwest Ohio Tech Prep Consortium (Owens State Community College)

Anthony Wayne Local Schools (Lucas County)
Ball Metal
Benchmark Technologies Corp.
Centrex Corp.
Dana Corp.
Eastwood Local Schools (Wood County)
Findlay City Schools
Findlay City Schools
GM Powertrain, Toledo
Hancock County Office of Education
Lucas County Schools
North Baltimore Local Schools (Wood County)
Oregon City Schools
Penta County JVS
Springfield Local Schools (Lucas County)
SSOE, Inc.
Sylvania City Schools
Teamsters Local 20
Toledo Area Private Industry Council
Toledo Edison
Toledo Electrical JATC
Toledo Public Schools
University of Toledo - Community & Technical College
Washington Local Schools (Lucas County)

Wood County Board of Education
Woodmore Local Schools (Sandusky County)

Mahoning Area Consortium
(Youngstown State University)

AFL-CIO Greater Youngstown
American Ambulance
Austintown Local Schools (Mahoning County)
Bank One, Youngstown, N.A.
Brenner Industrial Sales & Supply
Boardman Local Schools (Mahoning County)
Campbell City Schools
Canfield Local Schools (Mahoning County)
Commercial Intertech
Copperweld Steel Company
Danieli Wean, Inc.
East Ohio Gas Company
EDS
Education Committee, Youngstown Area Board of Realtors
General Electric, Austintown Products Plant
General Extrusions, Inc.
Gold Cross Ambulance
IBM
Industrial Information Institute
Jackson-Milton Local Schools (Mahoning County)
Lowellville Local Schools (Mahoning County)
Mahoning County Board of Education
Mahoning County JVSD
National Refractories
Noga Ambulance
Packard Electric, Division of General Motors Corp.
Patrick C. Haggerty, DDS
Personal Care Center Plus
Poland Local Schools (Mahoning County)
Rohrer, Inc.
Sebring Local Schools (Mahoning County)
South Range Local Schools (Mahoning County)
Springfield Local Schools (Mahoning County)
St. Elizabeth Hospital Medical Center
Struthers City Schools
USDOL/BAT
West Branch Local Schools (Mahoning County)
Western Reserve Care Systems
Western Reserve Local Schools (Mahoning County)
Youngstown City Schools
Youngstown Warren Regional Chamber

For Ohio,
Tech Prep partnerships represent:

40	Colleges
436	Secondary School Districts
611	Business/Industry and Labor Representatives

NOTE: The fiscal agent for each consortium is listed in parentheses under each consortium name.

XII. Integrating Applied Academics into Vocational Education (Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Section 235, 240)

Correlated academics programs were implemented in the 1985-1986 school year. Basic academic subjects of mathematics, science, and communication are strengthened by applying these subjects to occupational skill training areas. The certificated academic teacher correlates the applied academic instruction with the laboratory instruction of the vocational curriculum.

A. Number of Students Participating in In-School Applied Academics Programs

There are several ways to integrate academics and vocational education. Ohio vocational education programs are unit funded. Vocational units that include one or two correlated academic classes taught by academically certificated teachers are called correlated programs.

- In FY95, 39,801 vocational students received correlated academic instruction, which was a slight increase over the 39,755 students served in FY94.

During FY95, a large portion of vocational education students received correlated academic education in Ohio secondary level vocational education programs. In FY95, 1,802 secondary in-school vocational education occupationally specific correlated academics blocks were operated. The 1,802 units represents 57.6% of all in-school vocational education occupationally specific blocks.

Although Ohio has made significant strides in the integration of academics during the past seven years, the potential for integration between FY95 through FY97 is still significant.

TABLE 10- Vocational Education FY95 In-School Block Program
Distribution By Type

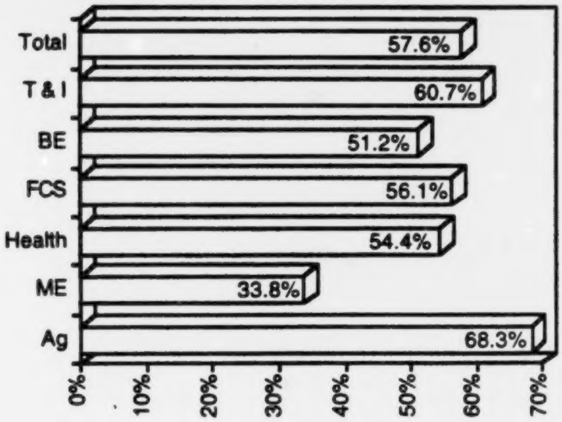
	Units	Percentage
(V11) Block + One Correlated Academic Class	174	5.6%
(V12) Block + Two Correlated Academic Classes	605	19.4%
(V13) Block + One Correlated Academic Class and One Technical Related Class	1,023	32.7%
(V31) Block + One Technical Related Class	136	4.3%
(V32) Block + Two Technical Related Classes	598	19.1%
(V51) One Independent Vocational Block	591	18.9%
TOTAL	**3,127**	**100%**

FY95 Academic Integration Report

Eligible In-school Vocational Block Programs That Have Correlated Academics.

In FY95, integration levels varied by service area from a high 68.3% in Agricultural Education to a low of33.8% in Marketing Education. The variations are shown in the accompanying graph.

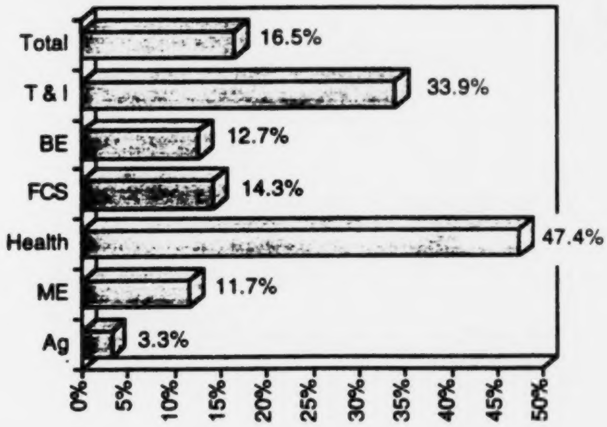
Figure 9



Eligible Co-op Vocational Education Programs That Have Correlated Academics.

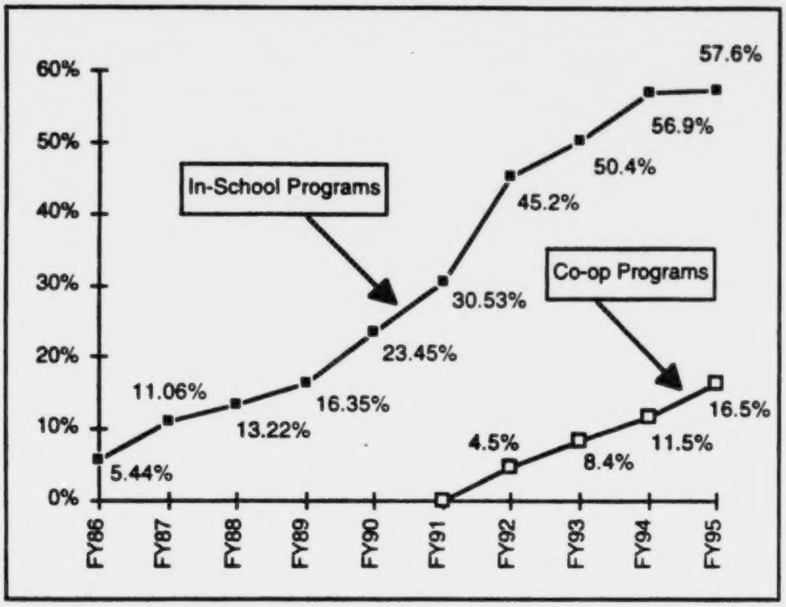
Funded correlated academic classes were made available to regular cooperative education programs for the first time in FY92. The accompanying graph indicates the implementation levels achieved in FY95.

Figure 10



Source: FY1995_DTR Report
COURSE_TYPE_COUNTS

Figure 11



Growth of Correlated Academics Units as a Percent of Eligible Job Training

Ohio's Future at Work, the Action Plan to Accelerate the Modernization of Vocational Education Objectives, called for the following:

- By FY94, applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job specific programs.

The action plan required increasing the scope of the vocational education experience for each student. The intent is for vocational program completers to have comprehensive educational experiences that include occupational, academic, and employability competencies.

1. Ohio Competency Analysis Profile (OCAPs)

Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to CDP II and *Ohio's Future at Work* directives. OCAP competency lists evolved from a modified-DACUM process. During FY95, business, industry, labor, and community agency representatives from throughout Ohio revised 23 OCAPs and verified three new competency lists. There are 29 original competency lists which were previously verified by expert workers still in use. Competencies addressing applied mathematics, applied communications, and employability are included. In addition, there are OCAPs for two dropout prevention programs and three Family and Consumer Sciences programs.

As per the four-year revision schedule, 23 OCAPs were revised in FY95. In addition, three new occupations were profiled which included: Marketing Management, Agricultural Products Processing, and Environmental Management. The Employability OCAP was also revised.

Each OCAP contain units, competencies, and competency builders that identify the occupational and employability skills needed to enter a given occupation or occupational area. Within the OCAP outline are two levels of items: core and advancing. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. Advancing items identify the knowledge, skills, and attitudes needed to advance in a given occupation.

Core items serve as a basis for the criterion-referenced **Ohio Vocational Competency Assessments (OVCA).** The OVCA package which includes occupational, applied, academic, and employability skills assessments will form Ohio's basis for measuring learning gain; however, locally controlled performance testing will also occur. This combination of information will be used by teachers to determine which competencies appear on students' career passports.

Competency Profile Software (SCAP) is also available to assist teachers in the development of vocational program courses of study and the tracking of competency attainment for the Career Passport each student receives upon program completion. This IBM-compatible database allows full manipulation of a given OCAP and can print to a disk file, the screen, or a printer.

OCAPs and SCAPs are available in the following areas:

Occupational Competency Analysis Profiles	Ohio Competency Analysis Profiles
These are 23 revised and 3 new competency lists verified by expert workers include the following components:	These 29 original competency lists verified by expert workers include two components:
• **Occupational competency profile**-list of occupational competencies, clustered into broader units and detailing the knowledge, skills, and attitudes (competency builders) needed to perform each competency	• **Occupational competency profile**-list of knowledge, skills, and attitudes needed to enter and remain in a given area
• **Employability competency profile**-list of employability competencies and competency builders, clustered into broader units	• **Employability competency profile**-list of employability competencies and competency builders updated with the 1995 revision of this component
• **Academic job profile**-identification of the Work Keys assessment skill levels students need to master to be successful at entry level in the specific occupation	• **Academic job profiles**-which identify the Work Keys assessment skill levels students need, are included in the 1995 Job Profiling Guide for selected occupations (see page 9)
• **Academic competencies**-lists of academic competencies (derived from Ohio's model competency-based programs for language arts, mathematics, and science) that have been identified as crucial to an entry-level employee in the specific occupation	• **Academic competencies**-(derived from Ohio's model competency-based programs for language arts and mathematics) identified as crucial to an entry-level employee are listed for all occupations in the Applied Communications and the Applied Mathematics OCAPs

Occupational Competency Analysis Profiles	Ohio Competency Analysis Profiles
Agricultural Education	
Agricultural/Industrial Mechanical Technician	Agricultural Production
Agriculture Products Processing	Agricultural Sales and Service
Environmental Management	Agriscience
Horticulture (includes Turf and Landscape Worker/ Nursery and Garden Center Worker/Floriculture and Greenhouse Worker/Horticulture)	Animal Management Technician
Natural Resources (includes Forest Industry Worker/Resource Conservation/Natural Resources)	Beef and Sheep Producer
	Crop Producer
	Dairy Producer
	Meat Processor
	Poultry Producer
	Swine Producer
Business and Marketing Education	
Accounting	Business Administration and Management
Administrative/Office Technology (replaces Administrative/Secretarial Services)	Business Information Systems
General Marketing	Entertainment Marketing
Marketing Management	Entrepreneurship
	Travel and Tourism Marketing
Family and Consumer Sciences	
Early Childhood Education and Care	Clothing and Interiors, Production and Services
Food Management, Production, and Service	GRADS (Teenage Parenting)
	Hospitality and Facility Care Services
	Middle School Home Economics
	Work and Family Life
Health Occupations Education	
Dental Assistant	Diversified Health Occupations
Medical Assistant	Practical Nursing
Nurse Aide	
Trade and Industrial Education	
Building and Property Maintenance	Auto Collision Technician
Carpentry	Auto Mechanics
Commercial Art	Cosmetology
Criminal Justice (replaces Law Enforcement)	Diesel Mechanics
Drafting	Graphic Communications: Commercial Photography
Electrical Trades	Industrial Maintenance
Electronics	Power Equipment Technology
Graphic Communications (replaces Graphic Communication: Graphic Arts)	
Heating, Ventilation, Air-Conditioning, and Refrigeration (HVAC/R)	
Masonry	
Precision Machining Technologies (replaces Machine Trades)	
Welding	

Dropout Prevention

Occupational Work Adjustment
Occupational Work Experience

Applied Academics Programs

Applied Communications
Applied Mathematics

2. *Employability Skills*

Ohio's Future at Work requires local courses of study for all vocational programs to address skills in student leadership (developed through participation in vocational student organizations), critical thinking, decision making, citizenship, employability, balancing of work and family, entrepreneurship, economic education, and life-long learning concepts. This requirement supports the broadened mission of vocational education that includes comprehensive education, training, and support services to develop occupational skills, academic skills, and employability skills.

Program models have been implemented to reinforce integrated employability skills instruction through separately funded classes. An Ohio Competency Analysis Profile (OCAP) for employability skills has been developed for use in all programs.

Ohio has become a member of the Agency for Instructional Technology (AIT) consortium. As a result, Ohio vocational programs have access to a variety of instructional materials in the areas of problem solving, teamwork, and self-management.

3. *Ohio Vocational Competency Assessment (OVCA) Package*

The OVCA package consists of two separate assessment components: OCAP and Work Keys. The OCAP component assesses the student in two areas: occupational skills in one of 43 areas and employability skills generic to all occupational areas. The assessments are based on the core competencies identified through the Ohio Competency Analysis Profile (OCAP) process, and each multiple-choice item is correlated to those essential competencies representing employment requirements in a specific field. The Work Keys component, developed by American College Testing (ACT), combines four assessments. *Applied Mathematics* measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. *Locating information* measures the student's ability to use graphic documents to insert, extract, and apply information. *Applied Technology* measures the student's ability to solve problems of a technological nature. *Reading for Information* measures the examinee's ability to read and understand work-related instructions and policies.

All OVCA items are criterion-referenced, use a multiple-choice format, and will be administered using a traditional paper-and-pencil method. The OVCA is designed to accomplish the following:

- Provide one dimension of a multi-assessment strategy for career passport credentialing.
- Evaluate learner readiness for jobs requiring specific occupational, academic, and employability skills.
- Assist educators in curriculum development.
- Provide state-aggregated learning gain scores to comply with regulations in CDPII.

In FY94 the OVCA package was administered statewide to level one and level two students. The Work Keys pre-test component of the package was administered in the Fall of 1994 to 37,682 vocational students with the post-test administration following in the Spring of 1995 to 45,862 vocational students. The OCAP/Employability component of the

OVCA package had 41,121 students assessed during the Spring testing window. Gain score information follows below for the Work Keys assessments. Gain score data for the OCAP/Employability component of the OVCA package will be available after the Spring 1995 administration.

4. Multiple Assessment

To enhance both instruction and learning, teachers were encouraged to use multiple types of assesment to accurately measure student competency attainment. To complement the assessments which classroom teachers have traditionally developed and depended upon, broad-based performance assessments were recommended as an additional tool to assess difficult to measure, real-life competencies. One hundred and ten teachers participated in a workshop series that developed skills in the design and implementation of broad-based performance assessments. A compilation of assessment documents was produced for each of the 13 program areas participating.

TABLE 11 - Work Keys *Applied Technology* Pretest/Post-test Comparison for the State of Ohio

	Below 3	Level 3	Level 4	Level 5	Level 6	TOTAL
Fall 1994						
Number	4,125	2,242	1,345	323	43	8,078
Percentage	51.06	27.75	16.65	4.00	0.53	100.00
Percent at or above	100.00	48.94	21.18	4.53	0.53	
Spring 1995						
Number	3,993	2,021	1,500	474	90	8,078
Percentage	49.43	25.02	18.57	5.87	1.11	100.00
Percent at or above	100.00	50.57	25.55	6.98	1.11	
Percent at or above Change Spring 95 - Fall 94	*0.00*	*1.63*	*4.37*	*2.45*	*0.58*	*9.04*

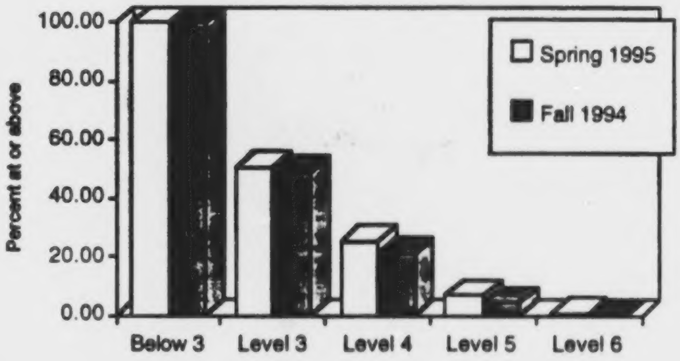


TABLE 12 - Work Keys *Locating Information* Pretest/Post-test Comparison for the State of Ohio

	Below 3	Level 3	Level 4	Level 5	Level 6	TOTAL
Fall 1994						
Number	1,937	3,839	8,887	3,250	145	18,058
Percentage	10.73	21.26	49.21	18.00	0.80	100.00
Percent at or above	100.00	89.27	68.01	18.80	0.80	
Spring 1995						
Number	2,184	3,072	8,629	3,865	308	18,058
Percentage	12.09	17.01	47.78	21.4	1.71	100.00
Percent at or above	100.00	87.91	70.89	23.11	1.71	
Percent at or above Change *Spring 95 - Fall 94*	*0.00*	*-1.37*	*2.88*	*4.31*	*0.9*	*6.72*

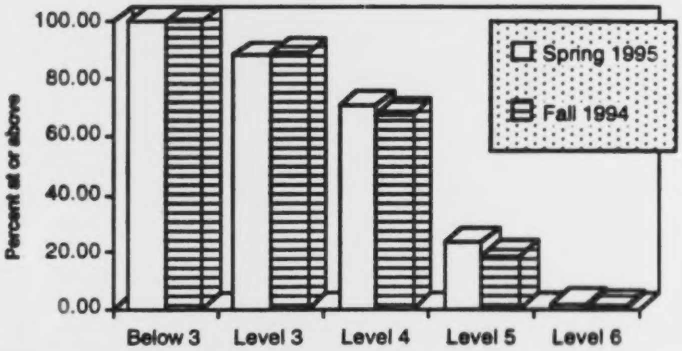
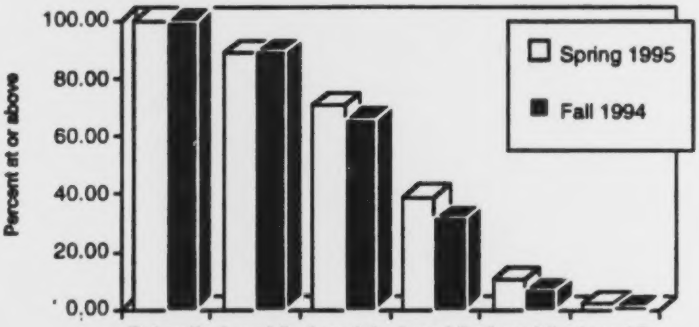


TABLE 13 - Work Keys *Applied Mathematics* Pretest/Post-test Comparison for the State of Ohio

	Below 3	Level 3	Level 4	Level 5	Level 6	Level 7	TOTAL
Fall 1994							
Number	1,944	4,178	6,188	4,410	1,114	228	18,062
Percentage	10.76	23.13	34.26	24.42	6.17	1.26	100.00
Percent at or above	100.00	89.24	66.11	31.85	7.43	1.26	
Spring 1995							
Number	2,064	3,300	5,632	5,114	1,543	409	18,062
Percentage	11.43	18.27	31.18	28.31	8.54	2.26	100.00
Percent at or above	100.00	88.57	70.30	39.12	10.81	2.26	
Percent at or above Change *Spring 95 - Fall 94*	*0.00*	*-0.66*	*4.20*	*7.27*	*3.38*	*1.00*	*15.19*



XIII. Career Guidance and Counseling (Title II, Title III, Part C, Section 321-323)

A. Career Guidance Activities

Career guidance and counseling activities focused on the delivery of the Guidance Validation Summary review to the VEPDs involved in the Vocational MaPP process (Measuring and Planning Progress) and conducting the MaPP Career Development reviews.

The Guidance Validation Summary was developed to fulfill the requirement within the Comprehensive Strategic Plan which states "there must be a comprehensive guidance and counseling program available to all students within the VEPD." The requirement is to be met by each VEPD in order to qualify for state vocational funds and federal program improvement funds for secondary and adult programs under the Carl D. Perkins Vocational and Applied Technology Act of 1990.

Guidance Validation Summary orientations were conducted with counselors from the local districts within each VEPD participating in MaPP. A representative from each local guidance and counseling program received a guidance validation summary containing statements that describe a comprehensive, competency-based guidance program to complete and return. Summaries were returned from all of the local districts as well as from each JVS and Career Center. A final summary meeting was then held at each VEPD to review the results, discuss developmental and implementation concerns and receive information about Ohio's School to Work System.

MaPP Career Development on-site reviews were conducted with career development coordinators from seven Vocational Education Planning Districts (VEPD). Technical assistance was provided to three school districts which were developing competency based guidance and counseling programs and three presentations were given to districts interested in the School to Work Transitions Initiative. Also a program was presented at the All Ohio Counselors Conference entitled "School to Work Transitions" In addition, representation on the Career Education Task Force committee and the Ohio Vocational Education Association Student Services Board of Directors was maintained.

Guidance Validation Summary Results

All of the schools reviewed have a comprehensive guidance and counseling program and qualify for state vocational funds and federal program improvement funds for secondary and adult programs under the Carl D. Perkins Vocational and Applied Technology Act of 1990.

Composite validation summary data charts were produced for each VEPD and the results were discussed at the final summary meetings. Copies of the data sheets were also sent to the appropriate Liaison and Career Development staff with a narrative detailing the strengths and improvement areas for each VEPD.

Two additional composite validation summary data charts were developed: one to profile the JVS/career centers and another to profile all of the schools reviewed. The charts are attached and the results profiled in the following section.

Composite Profile for JVS/Career Centers (see attached chart)

There were a total of eleven JVS/Career Centers involved in the Guidance Validation Summary review. The following Profile is a composite of all of the JVS/career centers and includes a narrative listing program strengths and areas for improvement. A data summary chart identifying the developmental status of the JVS/career centers guidance and counseling programs in all nineteen component areas is also included.

Program Strengths include:

- school district and guidance philosophy statements
- goal statements that address the personal, social, educational and career development of students
- providing support to all students in meeting achievement and proficiency standards
- involvement of individuals in program development and implementation
- administrative support
- providing information and counseling to parents and students concerning the Post secondary Options Program

Areas for Continued Improvement:

- designing student goals that are related to the program goals
- developing measurable student competencies for each of the student goals
- developing a guidance curriculum that directly addresses each student competency
- developing an evaluation program

Composite Profile for All Schools (see attached chart)

There were a total of one hundred and twenty-nine school districts within the 18 VEPDs involved in the Guidance Validation Summary review. The following profile is a composite of all school districts and includes a listing of program strengths and areas for improvement. A data summary chart identifying the developmental status of the guidance and counseling programs in all nineteen component areas is also included.

Program Strengths include:

- school district and guidance philosophy statements
- goal statements that address the personal, social, educational and career development of students
- providing support to all students in meeting achievement and proficiency standards
- administrative support
- providing information and counseling to parents and students concerning the Post secondary Options Program

Area for Continued Improvement:

- developing measurable student competencies for each of the student goals
- developing a guidance curriculum that directly addresses each student competency
- developing an evaluation program
- providing for adequate facilities/staff

1995

Composite Chart for 11 JVS/Career Centers Reviewed

	Percent		In Progress Percent				
	Completed	Not Initiated	10-25%	30-45%	50%	60-75%	80-95%
1. There is a school philosophy statement.	100	0	0	0	0	0	0
2. There is a guidance philosophy statement.	100	0	0	0	0	0	0
3. There is an overall goal statement for the comprehensive guidance and counseling program that addresses the personal, social, educational and career development of students.	100	0	0	0	0	0	0
4. There is a set of student goals related to the program goal statements. • The goals are specified by grade level • The goals are specified by levels or degree of achievement	45	9	18	0	0	9	18
5. Student goals are representative of the needs of both male and female students from all language, economic and ethnic groups.	63	9	18	0	0	9	0
6. There are measurable student competencies specified for each of the student goals.	36	18	9	0	18	9	9
7. A guidance curriculum is identified and established that directly addresses each student competency.	36	18	9	0	9	9	18
8. Appropriate guidance activities related to specified student outcomes are adequately staffed.	36	18	9	0	9	18	9
9. The comprehensive guidance and counseling program articulates with other school and community programs.	63	9	0	0	0	18	9
10. The program provides support to all students in meeting achievement and proficiency standard.	81	9	0	0	0	9	0

1995

Composite Chart for 11 JVS/Career Centers Reviewed

	Percent		In Progress Percent				
	Completed	Not Initiated	10-25%	30-45%	50%	60-75%	80-95%
11. The program provides for articulation among all levels of guidance programs within the school district and the continuity of students' personal, social, educational and career competency development at all levels.	54	9	0	0	0	18	18
12. A plan exists for identifying, developing and applying the expertise of all available personnel.	63	9	9	0	0	9	9
13. There is an evaluation program assessing both the program process and the achievement of student, teacher and parent competencies.	27	36	9	0	0	18	9
14. A periodic report is presented on the program outcomes to the administrator in charge of guidance.	45	27	0	0	0	18	9
15. All persons who are affected by the program are involved in its development and implementation.	72	0	9	0	9	0	9
16. There is administrative support.	72	0	0	0	0	18	9
17. There is adequate facilities/staff to carry out the program.	54	0	0	9	9	18	9
18. There is sufficient financial support.	63	0	0	9	0	18	9
19. Parents and students are presented information about the Postsecondary Options Program and receive counseling concerning the possible risks and consequences of participating in the program.	100	0	0	0	0	0	0

1995
Composite Chart for All Schools Reviewed
(11 VEPD Districts
129 Local School Districts)

	Percent		In Progress Percent				
	Completed	Not Initiated	10-25%	30-45%	50%	60-75%	80-95%
1. There is a school philosophy statement	99	1	0	0	0	0	0
2. There is a guidance philosophy statement	99	1	0	0	0	0	0
3. There is an overall goal statement for the comprehensive guidance and counseling program that addresses the personal, social, educational and career development of students.	93	2	0	0	1	1	1
4. There is a set of student goals related to the program goal statements. The goals are specified by grade level . The goals are specified by levels or degree of achievement.	66	14	2	1	11	1	3
5. Student goals are representative of the needs of both male and female students from all language, economic and ethnic groups.	76	12	2	1	3	3	1
6. There are measurable student competencies specified for each of the student goals.	44	21	1	1	18	7	7
7. A guidance curriculum is identified and established that directly addresses each student competency.	47	21	1	0	14	5	9
8. Appropriate guidance activities related to specified student outcomes are adequately staffed.	38	15	1	4	14	14	11
9. The comprehensive guidance and counseling program articulates with other school and community programs.	69	4	0	1	4	9	11
10. The program provides support to all students in meeting achievement and proficiency standard.	83	2	0	1	4	4	6
11. The program provides for articulation among all levels of guidance programs within the school district and the continuity of students' personal, social, educational and career competency development at all levels.	59	4	1	1	10	11	12

1995
Composite Chart for All Schools Reviewed
(21 VEPD Districts
147 Local School Districts)

	Percent		In Progress Percent				
	Completed	Not Initiated	10-25%	30-45%	50%	60-75%	80-95%
12. A plan exists for identifying, developing and applying the expertise of all available personnel.	65	10	2	1	7	3	7
13. There is an evaluation program assessing both the program process and the achievement of student, teacher and parent competencies.	31	28	2	1	14	12	11
14. A periodic report is presented on the program outcomes to the administrator in charge of guidance.	56	25	1	0	5	6	6
15. All persons who are affected by the program are involved in its development and implementation.	69	4	4	2	8	3	8
16. There is administrative support.	80	1	0	1	4	7	5
17. There is adequate facilities/ staff to carry out the program.	35	3	1	4	21	21	12
18. There is sufficient financial support.	40	6	4	4	15	18	11
19. Parents and students are presented information about the Postsecondary Options Program and receive counseling concerning the possible risks and consequences of participating in the program.	99	0	0	0	0	0	1

B. Career Development Program

The Division of Vocational and Adult Education, Ohio Department of Education, Career Development Unit served individuals and organizations that facilitate the career development process. The Career Development Unit provided leadership and management in the development and marketing of quality educational services and products. The Career Development Program served career education coordinators, job placement directors, K-12 teachers, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking. Career development in Ohio is delivered to all students in grades K-12 through Career Development Programs in 92 funded Vocational Education Planning Districts (VEPDs). A coordinator at each funded VEPD or combined VEPDs has been responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator included the writing of both program proposals and reports; planning and coordinating educator and community career education inservice programs; planning and implementing classroom and building career education activities in grades K-12 of each district served; implementing and providing leadership for Individual Career Plans; piloting the Career Passport for all with eleventh grade students; and managing sound fiscal activities that support the above listed activities.

All of these statewide career development activities are given direction and coordination on the state level through the Career Development Unit whose staff provides leadership to ensure that career education experiences will provide Ohio's students with opportunities to make informed career choices, prepare for employment, and extend career development throughout their adult life.

Career education in Ohio traces its origin to a small number of pilot projects initiated in 1970. Based on the success of these efforts, the Ohio General Assembly began to appropriate state funds to help support and expand the number of career education programs. To date, the growth of career education in this state has been significant. The FY95 status of the programs reflects the following:

- A total of 92 state funded programs serving 612 Ohio school districts were operational during FY95.
- A total of 1.8 million students were served in grades kindergarten through 12 during FY95.
- The number of students served represents 100% of Ohio's K-12 student population.

Federal funds were to support in whole or in part the following activities:

- Implementation of Individual Career Plans, grades 7-12 and adult.
- Opportunities for career exploration activities.
- Infusion of career education concepts into subject area classes by teachers in grades 7-12.
- Availability of comprehensive, up-to-date career planning information and classroom strategies to high school students and adults via the Ohio Career Information System (OCIS).
- Purchase of instructional materials directly related to meeting the career development needs of students in grades 7 -12.
- Sponsorship of staff development activities (for teachers, guidance counselors, administrators and career program personnel) related to expansion of services to grades 7 -12 and adult.
- Increased involvement of vocational education instructors in the career education process, career passport development, and improved communications between academic and vocational instructors.
- Support of vocational assessment (interests, abilities) programs for high school students and adults.
- Development of additional school-community partnerships with emphasis on the career education needs of high school students.

- Support activity research projects which resulted in positive outcomes for students.
- Implementation of Career Passports for all vocational completers (secondary/adult).
- Pilot a Career Passport for all with eleventh grade students.

An analysis of local expenditures under Title II, Part C, indicates that recipients voluntarily chose to invest significant portions of their federal grants in career development related expenditures. Although recipients were asked to reserve at least 6% of their grant awards for career development activities to maintain a commitment to Career Guidance/Career Education; expenditures were much greater.

1. ***Adult Postsecondary Grants***

   - A total of 27.00% of the grants dollars were used to provide career development/career guidance related activities.. $752,495.02

2. ***Secondary Grants***

   - A total of 21.15% of the grant dollars were used to provide career development/career guidance related activities.................................... $5,647,450.95

3. ***Postsecondary Associate Degree Grants***

   - A total of 31.24% of the grant dollars were used to provide career development/career guidance related activities.. $549,746.84

In FY95, local secondary Career Development programs concentrated their efforts to focus on the development of an Individual Career Plan (ICP) for all students beginning at grade eight, and revision at grades 9, 10, and 11.

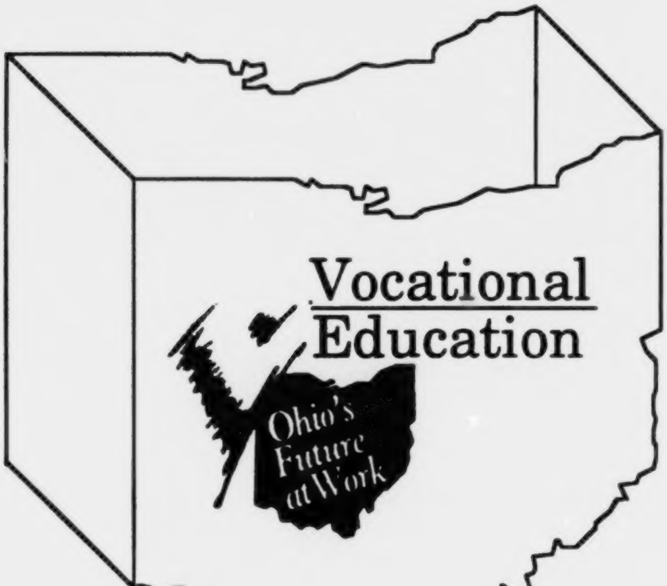
ICP documents were initiated by 131,787 eighth-grade students, representing 92% of Ohio's eighth-grade population. In addition, 27,935 seventh-grade students and 14,049 sixth-grade students initiated ICPs. ICP documents were reviewed by 117,539 ninth-grade students. This represents, approximately 91.4% of the students who initiated ICPs in the eighth-grade in FY94. To effectively implement the ICP program the estimated 536,000 students in grades 8-12 should have a current individual career plan by 1998.

The core standard for career development was continued in FY95. Each career development program was required to interview 2 percent of both their 8th and 9th grade populations or 26 students at each grade level; whichever number was larger. Students interviewed were asked three questions: *What are your career goals?, What courses or classes do you plan on taking in high school to reach those career goals?*, and *What do you plan on doing after high school to reach your career goals?* Student responses had to meet three criteria in order to be deemed appropriate: the career goal had to be legal, the career goal had to be income-producing, and the responses to the last two questions had to be appropriate to the career goals stated by the student. The performance measure states that at least 75% of the students interviewed should be able to answer the three questions and meet the criteria. **3,522 8th grade students** were interviewed. Of the students interviewed, 85% were able to respond appropriately. **3,492 9th grade students** were interviewed. Of these students, 84% were able to respond appropriately. Both sets of data exceed the performance measure of 75% established by the Committee of Practitioners.

SECTION II

Performance Analysis of the State Plan Goals for

FY95


Vocational Education
Ohio's Future at Work

A. Mission of Vocational and Adult Education in Ohio

As part of *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio*, the State Board adopted the following mission statement for Vocational and Adult Education, effective July 1, 1990.

The mission of the vocational and adult education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following: Occupational skills--those skills involving the technical abilities to perform required workplace tasks, including problem-solving and critical thinking; Academic skills--those core competencies necessary to prepare for and secure a career, facilitate life-long learning, and assure success in a global economy; Employability skills--those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

In FY94, the Ohio Department of Education, Division of Vocational and Adult Education implemented the following mission statement to address the overall mission.

The mission of the Division of Vocational and Adult Education staff is to provide state leadership, technical expertise, regulatory assistance, and efficient administration of state, federal, and other resources necessary to enhance the quality and continuous improvement of vocational and adult education in Ohio.

B. State Board Strategic Objectives

To restructure funding, realign resources and continue modernizing Ohio's vocational education system, the State Board of Education developed a strategic plan for education in the 1990's. The plan entitled "Preparing Our Schools for the 21st Century" was published in September, 1990. Objective 8 of the 11 objective plan sets new placement standards for vocational education, high school graduates and called for the creation of a new expanded student follow-up system. The plan details the following:

"In the 1990's, the restructuring of vocational education will continue so as to reflect the needs of a dynamic workplace."

Objective #8: By 1995, eighty percent of vocational high school graduates will be employed, within six months, in a job for which they received training.

Strategy: Monitor vocational program graduate placement in related and non-related employment.

Action Steps:

1) Define vocational program graduate, related and non-related employment and education.
2) Review and revise the data collection form to reflect the new definitions.
3) Design a computer program to generate school district or building-based reports.
4) Aggregate and report data.

The new definition, new report categories, and new analyses were implemented in the local student follow-up surveys of students who completed programs in June of 1990.

The new objectives and follow-up system were also incorporated in the Statewide Core Standard and Measures of Performance required for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The placement data reported on the following pages, therefore, differ significantly from the data reported in annual reports prior to FY91.

C. 1994 Vocational Completers: 1995 Status

Vocational education's central mission is to prepare youths and adults to enter, compete, and advance in a changing work world. One measure of vocational education's success in achieving that mission is the success of vocational completers. Follow-up statistics, therefore, have become the most common yardstick for measuring vocational education's success.

This section contains follow-up information on the vocational students that completed in June, 1994. This information reflects the status of these completers in January through March of 1995. Information about the status of all completers, special populations completers, and female completers are presented and contrasted with comparative groups in this section.

The data are reported as graphs that visually depict important trends and comparisons. The data used for the graphs are reported with each. In addition, data on all completers, secondary and postsecondary are contained on a data summary sheet at the end of each part. These summary sheets summarize and analyze each group of follow-up data in the following three ways:

- Percentage distribution of all completers by reported categories. In this analysis, the percentages are based on the comparison between the number of completers in each category and the number of completers in the category's subgroup.
- Percentage distribution of all completers by mission indicator. In this analysis, the percentages are based on the formulae outlined in The Mission Indicators. The various mission indicator percentages **cannot** be compared with one another.
- Percentage distribution of "status unknown" completers by category. In this last analysis, the percentages are based on the comparison between the number of completers in each category and the total number of "status known" completers, the total number of completers minus the status unknown completers. Percentages reported in the analysis section are not necessarily descriptive of the total population of vocational completers.

1. The Vocational Completer

Secondary vocational completers are students who:

- Attain occupationally specific skills sufficient for employment in a cluster of specific occupations; and
- complete at least 450 hours of instruction in an approved vocationally occupationally specific program; and
- are no longer enrolled in school.

Postsecondary vocational completers are students who:

- Attain occupationally specific skills sufficient for employment in the area relating to occupational area of study; or
- complete a full-time adult vocational occupationally specific program or a technical education associate degree program.

Those students meeting these criteria are included in the data contained in this section. Those students who participate in vocational education programs, but do not meet the completer criteria are either transfers; those students that are continuing their educational experience in another program, or leavers; students who have left the school system.

Vocational completers are further subdivided into special populations and gender. The following definitions determine how students are assigned to each special population:

- "Disabled" students are individuals who are deaf; hard-of-hearing; mentally retarded; orthopedically impaired; limited in strength, vitality, or alertness due to chronic or acute health problems; seriously emotionally disturbed; speech or language impaired; and/or visually disabled; and/or who have a specific learning disability.

- "Disadvantaged" students are individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. These students include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from schools.

2. *The Ohio Follow-up Process*

All vocational completers participate in a follow-up survey during January through March of the year following completion of a vocational program. Individual completers are contacted by one of three methods; a written survey, a personal contact, or a telephone call. The contacts are made by each school district with vocational completers. The resulting individual survey information is then summarized by each school district by funded classroom unit. The school district, in turn, submits the completer data to the Ohio Department of Education, Division of Vocational and Adult Education. The division's vocational management information staff further compiles the individual school district data into state aggregate reports.

School districts report their follow-up information by funded classroom unit and in the following categories:

1) Entered military
2) Employed related and pursuing related education
3) Employed related and pursuing non-related education
4) Employed related and not pursuing additional education
5) Employed non-related and pursuing related education
6) Employed non-related and pursuing non-related education
7) Employed non-related and not pursuing additional education
8) Not working and pursuing related education
9) Not working and pursuing non-related education
10) Not working, but actively seeking employment
11) Not in the labor force
12) Status Unknown

The follow-up process successfully contacts a high percentage of Ohio's vocational completers.

The integrity of the follow-up system is maintained by state staff. During routine evaluations, random on-site checks, and through selected visits, the follow-up data reported by individual school districts are checked. Those programs with especially low results are targeted for analysis.

Every effort is made to maintain consistency in reporting. A procedure guide is supplied with each set of follow-up forms provided to school districts. Follow-up reporting procedures are discussed at annual Local Education Area Planning (LEAP) meetings. Groups closely involved in the follow-up process (e.g., job placement personnel) are provided opportunities to discuss the follow-up process at regular update meetings.

3. *The Mission Indicators*

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 required each state to establish a set of statewide core standards and measures of performance to determine vocational education program quality and to determine areas needing improvement. Follow-up performance measures are a significant component of Ohio's comprehensive performance measures system. The placement goals identified here relate to the indicators in effect during FY95. There are 6 mission indicators related to vocational completer follow-up status. They are:

- At least 60% of completers available for civilian employment are employed in occupations related to their training.

Formula: $(2+3+4)\div(2+3+4+5+6+7+10)$(numbers refer to the categories used for reporting data listed in the previous part, *The New Ohio Follow-up Process*)

- The employment rate of completers available for civilian employment is equal to or exceeds 84%.

Formula: $(2+3+4+5+6+7)\div(2+3+4+5+6+7+10)$

- At least 90% of total completers are reported in categories other than status unknown.

Formula: $(1+2+3+4+5+6+7+8+9+10+11)\div(1+2+3+4+5+6+7+8+9+10+11+12)$

- At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

Formula: $(2+3+5+8)\div(2+3+5+6+8+9)$

- Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

Formula: $(1+2+3+4+5+6+7)\div(1+2+3+4+5+6+7+10)$

- Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education, or are employed in the military.

Formula: $(1+2+3+4+5+6+7+8+9)\div(1+2+3+4+5+6+7+8+9+10+11+12)$

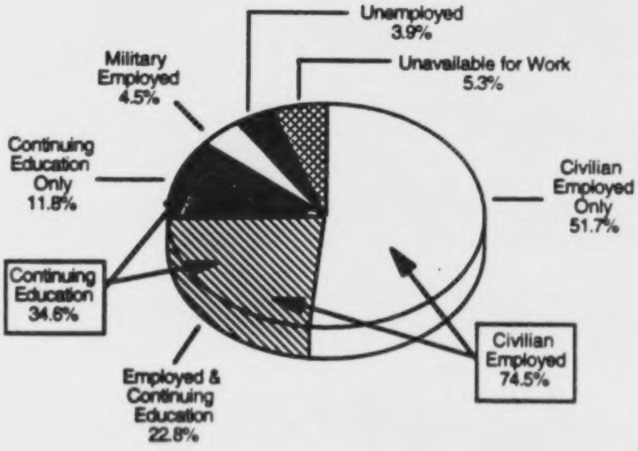
Prior to follow-up changes in July 1990, there were only two mission indicators used. They were 1) related civilian employment, and 2) civilian employment. The mission indicators added in the 1991 follow-up more accurately reflect the desired results of vocational education to provide expanded opportunities to program completers. Although vocational completers entering civilian employment are a primary concern of vocational education, entrance into the military or pursuing additional education are also examples of success.

The change in reporting procedures in the follow-up process caused changes in the overall trends of various figures reported in this document. Most notable is the change in the percent of vocational completers pursuing additional education, but not working. Historically, school districts had to identify a student as either working **or** pursuing additional education because the categories were mutually exclusive. Many opted to report students as pursuing additional education, even though they were working as well. The reporting procedures after 1990 permit a vocational completer to be identified as both working **and** pursuing additional education. Subsequently fewer vocational completers were identified as pursuing additional education **only**. The percentage of completers reported as continuing their education; however, increased significantly.

"Status Known" Secondary Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 1

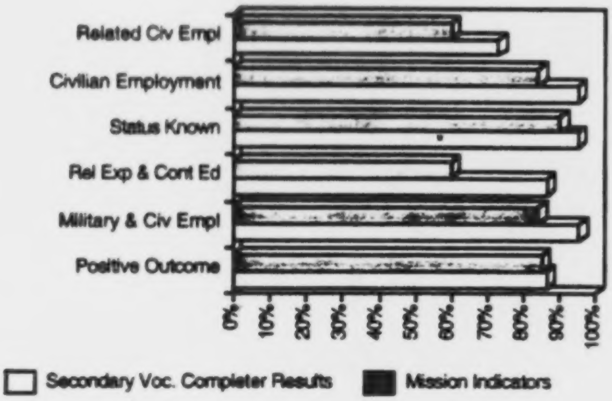


Civilian Employed Only	51.7%
Employed & Continuing Ed	22.8%
Continuing Education Only	11.8%
Military Employed	4.5%
Unemployed	3.9%
Unavailable for Work	5.3%

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results

These figures compare the actual status of 1994 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 2

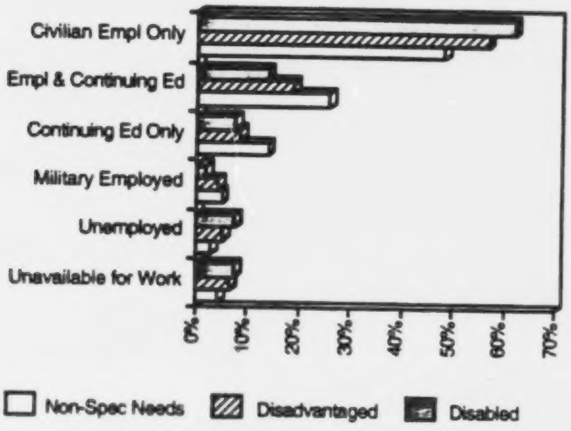


Related Civilian Employment		
	Sec. Voc. Completer Results	72.9%
	Mission Indicators	60.0%
Civilian Employment		
	Sec. Voc. Completer Results	95.0%
	Mission Indicators	84.0%
Status Known		
	Sec. Voc. Completer Results	95.0%
	Mission Indicators	90.0%
Related Exp & Continuing Ed		
	Sec. Voc. Completer Results	86.4%
	Mission Indicators	60.0%
Military & Civilian Employment		
	Sec. Voc. Completer Results	95.3%
	Mission Indicators	84.0%
Positive Outcome		
	Sec. Voc. Completer Results	86.3%
	Mission Indicators	85.0%

"Status Known" Special Population Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 3

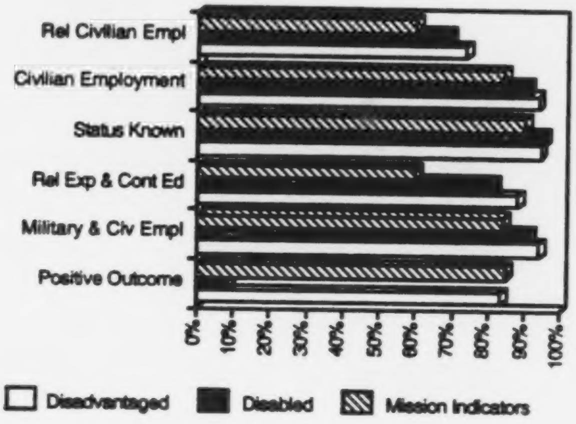


Civilian Employed Only	
Non-Special Needs	48.1%
Disadvantaged	56.7%
Disabled	61.8%
Employed & Continuing Ed	
Non-Special Needs	25.8%
Disadvantaged	18.8%
Disabled	13.8%
Continuing Education Only	
Non-Special Needs	13.8%
Disadvantaged	8.6%
Disabled	7.5%
Military Employed	
Non-Special Needs	5.0%
Disadvantaged	4.3%
Disabled	1.8%
Unemployed	
Non-Special Needs	2.9%
Disadvantaged	5.1%
Disabled	7.5%
Unavailable for Work	
Non-Special Needs	4.4%
Disadvantaged	6.6%
Disabled	7.6%

Comparison of Ohio Mission Indicators and Special Population Secondary Vocational Completer Results

These figures compare the actual status of 1994 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 4

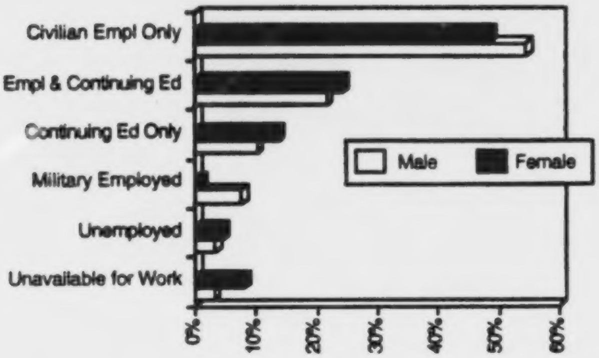


Related Civilian Employment	
Disadvantaged	73.7%
Disabled	69.1%
Mission Indicators	60.0%
Civilian Employment	
Disadvantaged	93.7%
Disabled	91.0%
Mission Indicators	84.0%
Status Known	
Disadvantaged	94.4%
Disabled	95.1%
Mission Indicators	90.0%
Related Exp & Continuing Ed	
Disadvantaged	88.2%
Disabled	81.3%
Mission Indicators	60.0%
Military & Civilian Employment	
Disadvantaged	94.0%
Disabled	91.2%
Mission Indicators	84.0%
Positive Outcome	
Disadvantaged	83.4%
Disabled	80.7%
Mission Indicators	85.0%

"Status Known" Secondary Vocational Completers by Status and by Gender

These figures represent all vocational completers except those whose status was unknown.

Figure 5

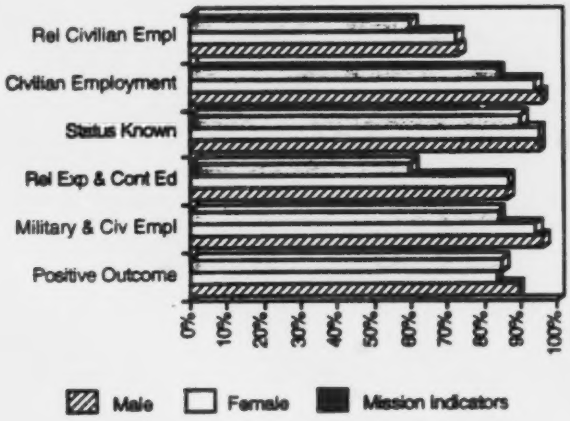


Civilian Employed Only	
Male	54.5%
Female	48.6%
Employed & Continuing Ed	
Male	21.6%
Female	24.1%
Continuing Education Only	
Male	10.1%
Female	13.7%
Military Employed	
Male	7.6%
Female	1.1%
Unemployed	
Male	3.3%
Female	4.5%
Unavailable for Work	
Male	2.9%
Female	7.9%

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results by Gender

These figures compare the actual status of 1994 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 6



Related Civilian Employment	
Male	73.3%
Female	72.5%
Mission Indicators	60.0%
Civilian Employment	
Male	95.8%
Female	94.1%
Mission Indicators	84.0%
Status Known	
Male	95.0%
Female	95.0%
Mission Indicators	90.0%
Related Exp & Continuing Ed	
Male	86.3%
Female	86.5%
Mission Indicators	60.0%
Military & Civilian Employment	
Male	96.2%
Female	94.2%
Mission Indicators	84.0%
Positive Outcome	
Male	89.1%
Female	83.2%
Mission Indicators	85.0%

Table 1

Follow-up of Ohio Secondary Vocational Program Completers 1990-1994
All Vocational Completers

		Number					Percent				
		1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
1	***Total**	**38,465**	**36,742**	**31,532**	**34,530**	**31,947**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
2	**Civilian labor force**	**27,537**	**25,893**	**22,658**	**24,227**	**23,794**	**71.6%**	**70.5%**	**71.9%**	**70.2%**	**74.5%**
3	Employed related	20,435	18,441	16,304	17,285	17,351	74.2%	71.2%	72.0%	71.3%	72.9%
4	*and continuing education related*	*4,794*	*4,377*	*3,607*	*4,047*	*4,244*	*17.4%*	*16.9%*	*22.1%*	*23.4%*	*24.5%*
5	*and continuing education, nonrelated*	*1,117*	*1,076*	*899*	*1,016*	*1,021*	*4.1%*	*4.2%*	*5.5%*	*5.9%*	*5.9%*
6	*and not continuing education*	*14,524*	*12,988*	*11,798*	*12,222*	*12,066*	*52.7%*	*50.2%*	*72.4%*	*70.7%*	*69.7%*
7	Employed nonrelated	5,383	5,448	4,929	5,465	5,259	19.5%	21.0%	21.8%	22.6%	22.1%
8	*and continuing education related*	*902*	*942*	*876*	*925*	*968*	*3.3%*	*3.6%*	*17.8%*	*16.9%*	*18.8%*
9	*and continuing education, nonrelated*	*622*	*686*	*620*	*647*	*654*	*2.3%*	*2.7%*	*12.6%*	*11.8%*	*12.4%*
10	*and not continuing education*	*3,859*	*3,818*	*3,433*	*3,893*	*3,617*	*14.0%*	*14.7%*	*69.6%*	*71.2%*	*68.8%*
11	Unemployed, but seeking	1,719	2,004	1,425	1,477	1,184	6.2%	7.7%	6.3%	6.1%	5.0%
12	**Not in the civilian labor force**	**10,928**	**10,849**	**8,874**	**10,303**	**8,153**	**28.4%**	**29.5%**	**28.1%**	**29.8%**	**25.5%**
13	Employed, military	2,151	1,787	1,649	1,610	1,377	19.7%	16.5%	18.6%	15.6%	16.9%
14	Continuing education, but not employed	4,483	4,821	3,826	4,547	3,583	41.0%	44.4%	43.1%	44.1%	43.9%
15	*In a related field*	*3,535*	*3,732*	*3,005*	*3,575*	*2,811*	*78.9%*	*77.4%*	*78.5%*	*78.6%*	*78.5%*
16	*In a nonrelated field*	*948*	*1,089*	*821*	*972*	*772*	*21.1%*	*22.6%*	*21.5%*	*21.4%*	*21.5%*
17	Not in the labor force	1,856	1,983	1,571	1,832	1,803	17.0%	18.3%	17.7%	17.8%	19.7%
18	Status unknown	2,438	2,258	1,828	2,314	1,590	22.3%	20.8%	20.6%	22.5%	19.5%
19	**Mission Indicators**						Percent of Comparison Population				
20	Primary Indicators										
21	Related Civilian Employment (≥60%)	20,435	18,441	16,304	17,285	17,351	74.2%	71.2%	72.0%	71.3%	72.9%
22	Civilian Employment (≥84%)	25,818	23,889	21,233	22,750	22,610	93.8%	92.3%	93.7%	93.9%	95.0%
23	** *General Youth Employment Rate*						*82.9%*	*84.5%*	*81.9%*	*83.9%*	*83.8%*
24	Status Known (≥90%)	36,027	34,484	29,704	32,218	30,357	93.7%	93.9%	94.2%	93.3%	95.0%
25	Secondary Indicators										
26	Related Experience & Continuing Education (≥60%)	4,794	4,377	8,387	9,583	9,084	86.8%	85.1%	85.3%	85.5%	86.4%
27	Military & Civilian Employment (≥84%)	27,969	25,676	22,882	24,360	23,967	94.2%	92.8%	94.1%	94.3%	95.3%
28	Positive Outcome (≥85%)	32,452	30,497	26,708	28,907	27,570	84.4%	83.0%	84.7%	83.7%	86.3%
29	**Analysis of Status Known Completers**						Percent of Status Known Completers				
30	Civilian Employed Only	902	16,806	15,231	16,115	15,703	2.5%	48.7%	51.3%	50.0%	51.7%
31	Continuing Education Only	4,483	4,821	3,826	4,547	3,583	12.4%	14.0%	12.9%	14.1%	11.8%
32	Employed & Continuing Education	3,859	3,818	6,002	6,635	6,907	10.7%	11.1%	20.2%	20.6%	22.8%
33	Military Employed	2,151	1,787	1,649	1,610	1,377	6.0%	5.2%	5.6%	5.0%	4.5%
34	Civilian Unemployed	1,719	2,004	1,425	1,477	1,184	4.8%	5.8%	4.8%	4.6%	3.9%
35	Not in the labor force	1,856	1,983	1,571	1,832	1,803	5.2%	5.8%	5.3%	5.7%	5.3%
36	Employed Total	27,969	25,676	22,882	24,360	23,967	77.6%	74.5%	77.0%	75.6%	79.0%
37	Continuing Education Total	3,535	3,732	9,828	11,182	10,490	9.8%	10.8%	33.1%	34.7%	34.6%

*FY 1993 DTR Report VE23S Exec Secondary Completers

** Ohio Bureau of Employment Services, Labor Market Information Division

Dec-95

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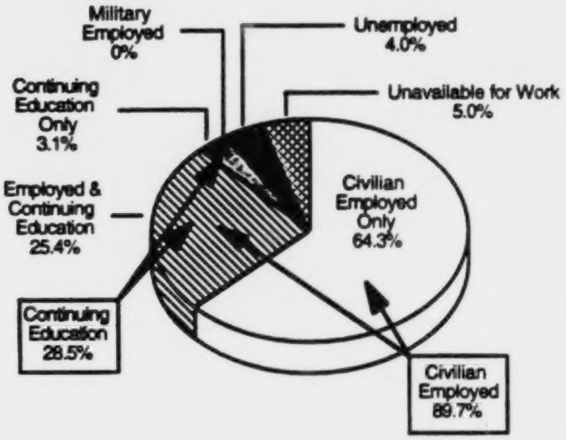
Postsecondary Completers

"Status Known" Postsecondary Full-time Adult Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 7

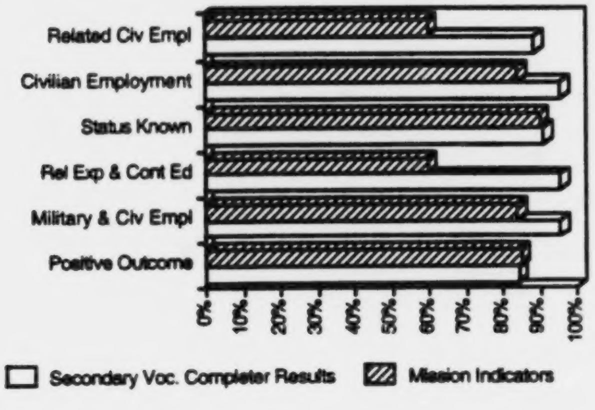


Civilian Employed Only	64.3%
Employed & Continuing Ed	25.4%
Continuing Education Only	3.1%
Military Employed	0.0%
Unemployed	4.0%
Unavailable for Work	5.0%

Comparison of Ohio Mission Indicators and Postsecondary Full-time Adult Vocational Completer Results

These figures compare the actual status of 1994 postsecondary adult vocational completers in full-time programs (both full-time and associate degree) with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 8

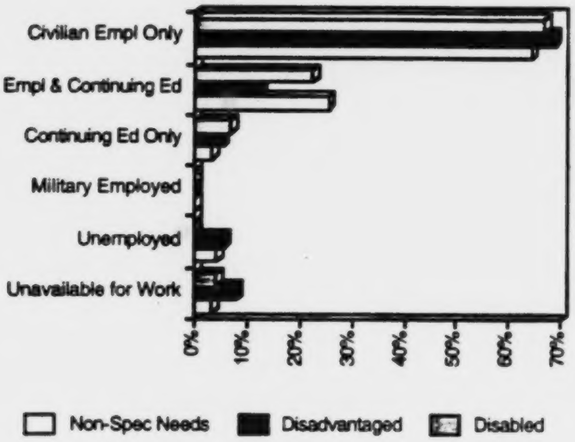


Related Civilian Employment	
Postsec. Voc. Completer Results	88.6%
Mission Indicators	60.0%
Civilian Employment	
Postsec. Voc. Completer Results	95.7%
Mission Indicators	84.0%
Status Known	
Postsec. Voc. Completer Results	91.1%
Mission Indicators	90.0%
Related Exp & Continuing Ed	
Postsec. Voc. Completer Results	95.7%
Mission Indicators	60.0%
Military & Civilian Employment	
Postsec. Voc. Completer Results	95.7%
Mission Indicators	84.0%
Positive Outcome	
Postsec. Voc. Completer Results	84.5%
Mission Indicators	85.0%

"Status Known" Special Population Postsecondary Adult Vocational Completers in Full-time Adult Programs by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 9

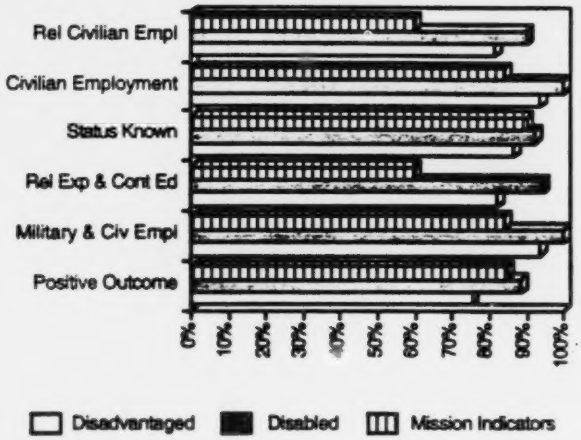


Civilian Employed Only	
Non-Special Needs	64.3%
Disadvantaged	68.8%
Disabled	66.7%
Employed & Continuing Ed	
Non-Special Needs	25.4%
Disadvantaged	12.6%
Disabled	22.4%
Continuing Education Only	
Non-Special Needs	3.1%
Disadvantaged	5.3%
Disabled	6.8%
Military Employed	
Non-Special Needs	0.0%
Disadvantaged	0.1%
Disabled	0.0%
Unemployed	
Non-Special Needs	4.0%
Disadvantaged	5.4%
Disabled	0.0%
Unavailable for Work	
Non-Special Needs	3.1%
Disadvantaged	7.8%
Disabled	4.2%

Comparison of Ohio Mission Indicators and Special Population Postsecondary Adult Vocational Completers in Full-time Adult Programs

These figures compare the actual status of 1994 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 10

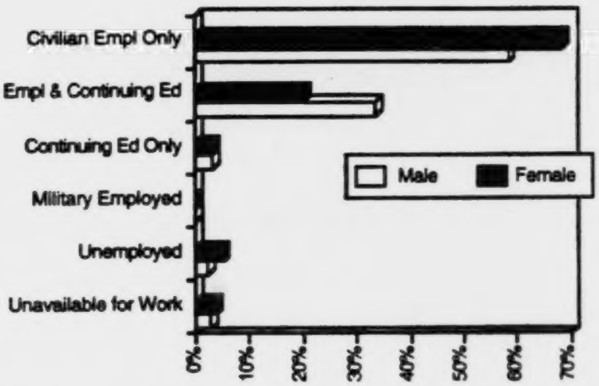


Related Civilian Employment	
Disadvantaged	81.6%
Disabled	90.1%
Mission Indicators	60.0%
Civilian Employment	
Disadvantaged	93.8%
Disabled	100.0%
Mission Indicators	84.0%
Status Known	
Disadvantaged	86.7%
Disabled	92.3%
Mission Indicators	90.0%
Related Exp & Continuing Ed	
Disadvantaged	82.3%
Disabled	94.6%
Mission Indicators	60.0%
Military & Civilian Employment	
Disadvantaged	93.8%
Disabled	100.0%
Mission Indicators	84.0%
Positive Outcome	
Disadvantaged	75.3%
Disabled	88.5%
Mission Indicators	85.0%

"Status Known" Postsecondary Adult Vocational Completers in Full-time Adult Programs by Status and by Gender

These figures represent all vocational completers except those whose status was unknown.

Figure 11

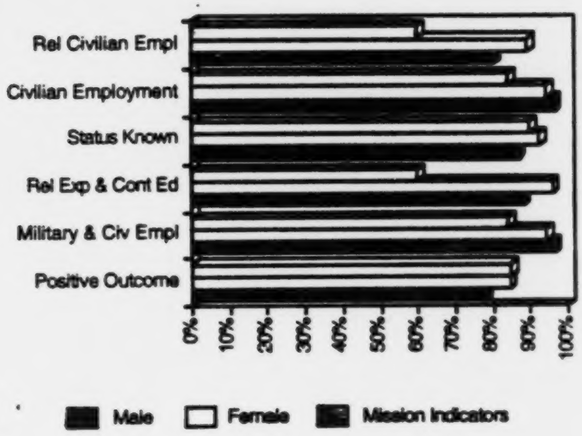


Civilian Employed Only	
Male	58.3%
Female	68.3%
Employed & Continuing Ed	
Male	33.5%
Female	19.9%
Continuing Education Only	
Male	3.1%
Female	3.1%
Military Employed	
Male	0.1%
Female	0.0%
Unemployed	
Male	2.4%
Female	5.1%
Unavailable for Work	
Male	2.6%
Female	3.5%

Comparison of Ohio Mission Indicators and Postsecondary Adult Vocational Completer Results by Gender

These figures compare the actual status of 1994 postsecondary adult vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 12



Related Civilian Employment	
Male	80.3%
Female	89.2%
Mission Indicators	60.0%
Civilian Employment	
Male	96.5%
Female	94.5%
Mission Indicators	84.0%
Status Known	
Male	87.1%
Female	92.6%
Mission Indicators	90.0%
Related Exp & Continuing Ed	
Male	88.4%
Female	95.9%
Mission Indicators	60.0%
Military & Civilian Employment	
Male	96.5%
Female	94.5%
Mission Indicators	84.0%
Positive Outcome	
Male	78.1%
Female	84.6%
Mission Indicators	85.0%

Table 2

Follow-up of Ohio Postsecondary Vocational Program Completers 1990-1994
All Vocational Completers

	Number					Percent				
	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
***Total**	14,460	16,236	7,596	7,982	10,546	100.0%	100.0%	100.0%	100.0%	100.0%
Civilian labor force	11,101	11,609	6,180	6,510	8,997	76.8%	71.5%	81.4%	81.6%	85.3%
Employed related	9,808	9,955	5,224	5,476	7,969	88.4%	85.8%	84.5%	84.1%	88.6%
and continuing education related	*2,136*	*2,689*	*1,056*	*908*	*2,240*	*21.8%*	*27.0%*	*20.2%*	*16.6%*	*28.1%*
and continuing education, nonrelated	*387*	*255*	*78*	*109*	*95*	*3.9%*	*2.6%*	*1.5%*	*2.0%*	*1.2%*
and not continuing education	*7,285*	*7,011*	*4,092*	*4,459*	*5,634*	*74.3%*	*70.4%*	*78.3%*	*81.4%*	*70.7%*
Employed nonrelated	904	1,104	632	737	642	8.1%	9.5%	10.2%	11.3%	7.1%
and continuing education related	*171*	*207*	*85*	*170*	*45*	*18.9%*	*18.8%*	*13.4%*	*23.1%*	*7.0%*
and continuing education, nonrelated	*89*	*117*	*56*	*72*	*59*	*9.8%*	*10.6%*	*8.9%*	*9.8%*	*9.2%*
and not continuing education	*644*	*780*	*491*	*495*	*538*	*71.2%*	*70.7%*	*77.7%*	*67.2%*	*83.8%*
Unemployed, but seeking	389	550	324	297	386	3.5%	4.7%	5.2%	4.6%	4.3%
Not in the civilian labor force	3,359	4,627	1,416	1,472	1,549	23.2%	28.5%	18.6%	18.4%	14.7%
Employed, military	16	14	11	7	3	0.5%	0.3%	0.8%	0.5%	0.2%
Continuing education, but not employed	824	1,637	243	305	301	24.5%	35.4%	17.2%	20.7%	19.4%
in a related field	*685*	*1,487*	*184*	*221*	*243*	*83.1%*	*90.8%*	*75.7%*	*72.5%*	*80.7%*
in a nonrelated field	*139*	*150*	*59*	*84*	*58*	*16.9%*	*9.2%*	*24.3%*	*27.5%*	*19.3%*
Not in the labor force	385	404	282	390	302	11.5%	8.7%	19.9%	26.5%	19.5%
Status unknown	2,134	2,572	880	770	943	63.5%	55.6%	62.1%	52.3%	60.9%
Mission Indicators						Percent of Comparison Population				
Primary Indicators										
Related Civilian Employment (≥60%)	9,808	9,955	5,224	5,476	7,969	88.4%	85.8%	84.5%	84.1%	88.6%
Civilian Employment (≥84%)	10,712	11,059	5,856	6,213	8,611	96.5%	95.3%	94.8%	95.4%	95.7%
** *General Employment Rate*						*94.5%*	*94.3%*	*93.6%*	*92.8%*	*94.5%*
Status Known (≥90%)	12,326	13,664	6,716	7,212	9,603	85.2%	84.2%	88.4%	90.4%	91.1%
Secondary Indicators										
Related Experience & Continuing Education (≥60%)	2,136	2,689	1,401	1,408	2,823	93.7%	94.6%	92.4%	90.0%	95.7%
Military & Civilian Employment (≥84%)	10,728	11,073	5,867	6,220	8,614	96.5%	95.3%	94.8%	95.4%	95.7%
Positive Outcome (≥85%)	11,552	12,710	6,110	6,525	8,915	79.9%	78.3%	80.4%	81.7%	84.5%
Analysis of Status Known Completers						Percent of Status Known Completers				
Civilian Employed Only	171	7,791	4,583	4,954	6,172	1.4%	57.0%	68.2%	68.7%	64.3%
Continuing Education Only	824	1,637	243	305	301	6.7%	12.0%	3.6%	4.2%	3.1%
Employed & Continuing Education	644	780	1,273	1,259	2,439	5.2%	5.7%	19.0%	17.5%	25.4%
Military Employed	16	14	11	7	3	0.1%	0.1%	0.2%	0.1%	0.0%
Civilian Unemployed	389	550	324	297	386	3.2%	4.0%	4.8%	4.1%	4.0%
Not in the labor force	385	404	282	390	302	3.1%	3.0%	4.2%	5.4%	3.1%
Employed Total	10,728	11,073	5,867	6,220	8,614	87.0%	81.0%	87.4%	86.2%	89.7%
Continuing Education Total	685	1,487	1,516	1,564	2,740	5.6%	10.9%	22.6%	21.7%	28.5%

* 1993 DTR Report VE23S Exec Secondary Completers

** Ohio Bureau of Employment Services, Labor Market Information Division

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The short term and long term follow-up statistics indicate that vocational graduates have a head start in the labor force and that advantage continues over time.

D. State Plan Objective Progress Report

State Plan Objectives for the period July 1, 1994 through June 30, 1996 were developed after an extensive statewide assessment of vocational education and a review of the Action Plan for Accelerating the Modernization of Vocational Education in Ohio. Further, in-depth consideration was given to an analysis of Ohio's projected labor market needs and the statewide core standards for secondary and full-time adult education programs. The twenty-seven state plan goals, therefore, synthesized key components of the above efforts. Statewide core standards must address state and federal legislative mandates, the needs of the Ohio economy, and include measurable objectives. The twenty-seven state plan objectives include the integration of academic and vocational instruction, statewide enrollment goals, and placement objectives which are an aggregate of data from local programs.

The target date of completion for each objective is the 1995-1996 (FY96) school year.

The objectives, the FY95 status report for each objective, and the relationship to the State Assessment priorities are shown below.

Integration of Academic and Vocational Instruction Objectives

1) State Plan Objective: By FY96, 70% of all eligible in-school vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communication. The percentage of in-school programs having correlated academic integration will be measured by dividing secondary in-school occupationally specific units that include unit funded correlated academic classes by the total number of in-school occupationally specific programs.

FY95 Status Report:
The percentage of eligible in-school occupationally specific programs including at least one correlated academic class component increased from 0% in FY86 to 57.6% in FY95.

The FY95 levels of integration by program area listed in descending order are as follows:

Agricultural Education	68.3%
Trade and Industrial Education	60.7%
Family & Consumer Sciences Ed.	56.1%
Health Occupations Education	54.4%
Business Education	51.2%
Marketing Education	33.8%

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

2) State Plan Objective: By FY96, 20% of all eligible cooperative vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communications. The percentage of cooperative education programs having correlated academic integration will be measured by dividing secondary cooperative occupationally specific programs that include unit funded correlated academic classes by the total number of cooperative occupationally specific programs.

FY95 Status Report:
The FY95 percentage of correlated academics integrated in cooperative education is 16.5%. The FY93 levels of initial integration by program area listed in descending order are as follows:

Health Occupations Education	47.4%
Family & Consumer Sciences Ed.	14.3%
Business Education	12.7%
Marketing Education	11.7%
Trade and Industrial Education	33.9%
Agricultural Education	3.3%
Total	16.5%

The results indicate that Ohio made progress toward meeting this objective in the initial four years of implementation. No significant differences between program areas were apparent.

The option to include correlated academic instruction in the approval of cooperative education programs was not available prior to FY92.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

3) State Plan Objective: By FY96, 95% of all Occupational Work Adjustment (OWA) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWA teacher under a standard academic certificate or an approved OWA academic endorsement as an integral part of the program.

FY95 Status Report:
By program design, all OWA students continued to participate in regular academic classes at least 33% of the school day. The OWA program also usually included academic instruction as part of the program. In FY95, a total of 12,173 students were enrolled in Occupational Work Adjustment programs. Data from the Education Management Information System (EMIS) indicate that the following percentage of OWA students also were enrolled in funded academic classes taught by OWA teachers who were appropriately certificated in that academic subject area.

Subject Area	OWA Students	Percent
English/Language Arts	3,998	31.5%
Mathematics	5,447	44.75%
Social Studies	1,876	15.4%
Science	1,010	8.2%

In FY95, the percentage of OWA units that included at least one academic class as an integral part of the program was 91%, not far below the FY96 target goal of 95%.

OWA teachers will be encouraged to pursue teacher education coursework necessary to attain the OWA academic certification endorsements, which make them eligible to teach at least one of the four subject areas listed above.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

4) State Plan Objective: By FY96, 50% of all Occupational Work Experience (OWE) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWE teacher under a standard academic certificate or an approved OWE academic endorsement as an integral part of the program.

FY95 Status Report:
All OWE programs are encouraged to offer at least one academic course taught by the OWE teacher as an integral part of the program. OWE teachers are encouraged to pursue the coursework necessary to attain OWE academic certification endorsement, which will make them eligible to teach academic courses to their OWE students. In FY95, a total of 13,527 students were enrolled in OWE.

Data for the new Education Management Information System (EMIS) indicated that the following percentage of students were enrolled in funded academic classes taught by the OWE teachers who were appropriately certificated in that subject area.

Subject Area	OWE Students	Percent
English/Language Arts	2,357	17.4%
Mathematics	952	7.0%
Social Studies	2,289	16.9%
Science	186	1.4%

In FY95, the percentage of OWE programs that included at least one academic class as an integral part of the program was 47.0%, not far below the FY96 goal of 50%.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education

12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Enrollment Objectives

Secondary Education

5) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 40% of all 11th and 12th graders are enrolled in secondary vocational education occupationally specific programs, and Occupational Work Experience (OWE) programs.

FY95 Status Report:
Closing FY95 enrollment data in the initial year of EMIS implementation indicate that 73,908 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs and OWE programs. The FY95 enrollments represent 31.0% of the 238,334 students enrolled in the 11th and 12th grade during FY95. The calculated percentage of 31.0% is significantly below year enrollments prior to FY92 and may be the result of definitional distinctions including grade levels of students, the failure of several districts to report all students enrolled during the course of the school year, lack of standardized software, a less than perfect computer network, an actual drop in vocational student enrollment, or a combination of these factors.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

6) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, are enrolled in secondary vocational education occupationally specific programs and Occupational Work Experience (OWE) programs.

FY95 Status Report:
EMIS closing enrollment data for FY95 indicated that 36,399 disadvantaged students were enrolled in occupationally specific programs and OWE programs. The estimated target disadvantaged population was 75% of all 11th and 12th grade disadvantaged students which represents 22% of the 238,334 students in grades 11 and 12, or 39,325. It is important to note, however, that the 36,399 disadvantaged students enrolled in these vocational programs include some students from below grade eleven. The enrollment counts in this section may be flawed by the same factors identified in the response to the previous objective. A full comparison of FY92 - FY95 data is necessary before any conclusions can be reached regarding progress toward the attachment of this objective.

FY95 EMIS data indicate that disadvantaged students made up 38.46% of all students enrolled in these programs.

FY94 EMIS data indicate that disadvantaged students made up 40.93% of all students enrolled in these programs. This represents a significant decrease from the FY93 level of 46.46%. The decline in the number of disadvantaged students in vocational education programs is probably due to a major change in the methods used to identify disadvantaged students is not the result of a decline in the actual number of disadvantaged students served.

On October 12, 1993, the Ohio Department of Education reported concerns to Congress and The U.S. Department of Education regarding new policies implemented by the U.S. Department of Agriculture eliminating the internal use of free and reduced student lunch records to identify economically disadvantaged students. The Ohio Department of Education correspondence predicted the "reported" number of economically disadvantaged students would decline as the result of the policy.

The USDA policy stated that school district administrators could not use information gathered from the free and reduced lunch programs to identify students as economically disadvantaged and create aggregate reports to measure the success of programs designed to serve the needs of economically disadvantaged youth without the prior written consent of a parent or guardian. The Code of Federal Regulations under 34 CFR Part 400.4 clearly states that Vocational education must include qualification for free and reduced lunch programs in the definition of "economically disadvantaged". The regulation also contains a footnote which permits the reporting of aggregate information. Under the federal regulations it appears that local and state administrators and teachers have no choice but to require and report this information. The USDA restrictions and burden of acquiring written consent of parents and guardians are totally unrealistic, particularly when the scope of this task in rural areas and major cities is considered. If this policy were to remain unchanged, local administrators would be forced to contact potentially disadvantaged students to collect the information a second time or gain the approval of the parents and/or guardians for release of data. It is difficult to justify such activities when the information needed to report these students is already in the school records.

Although the 1994 Child Nutrition Reauthorization Legislation (P.L. 103-448) contains provisions which will allow the use of lunch eligibility data for other programs. The U.S. Department of Agriculture has yet to issue a change in policy. The new law states that "a person directly connected with the administration or enforcement of a federal education program; a state health or education program administered by the state or local educational agency (other than a program carried out under Title XIX of the Social Security Act; or a federal, state or local means tested nutrition program with eligibility standards comparable to (those of the school lunch and breakfast programs). If the regulations for the Nutrition Act are released in a timely fashion, FY96 disadvantaged student counts should be restored to FY93 levels.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)

13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

7) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade disabled students, which represents 11% of the 11th and 12th grade population, are enrolled in secondary education occupationally specific programs.

FY95 Status Report:
EMIS closing enrollment data indicated that 13,799 disabled students were enrolled in occupationally specific programs and Occupational Work Experience (OWE) programs in FY95. The Individuals with Disabilities Education Act (IDEA) changed the preferred adjective from "handicapped" to "disabled". The estimated target disabled population was 50% of all 11th and 12th grade disabled students which represent approximately 11% of the 238,334 students in grades 11 and 12, or 12,910. It is important to note, however, that the 13,108 disabled students enrolled in these vocational education programs include some students from below grade eleven.

The enrollment counts in this section may be flawed by the same factors identified in the response to the previous two objectives. A full comparison of FY92 - FY95 data is necessary before any conclusion can be reached regarding progress to the attainment of this objective. FY95 data indicate that disabled students made up 14.58% of all students enrolled in these programs.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

8) State Plan Objective: By FY96, annual statewide aggregations of local enrollments will indicate that 20% of all students in grades 9-12 and 17% of all students in grades 7-12 are served in Work and Family Life programs (including Impact).

FY95 Status Report:
The total FY95 secondary enrollment in all Home Economics Useful programs, i.e., Consumer Homemaking, Work and Family program, was 174,744 students. When 7th and 8th grade enrollments for Impact programs are subtracted from this total, the adjusted enrollment is 166,503. Although some duplicate counts may be represented in these totals, the 166,503 students represent 31.39% of the total 530,432 students enrolled in grades 9-12. A total of 56,172 of these students were in grades 11 and 12, and 70,526 students were below grade 11.

Since this objective was written, the staff of the Family and Consumer Science service area has placed a greater emphasis on students below grade 9 and a large portion of these students may be reflected in the above totals. The students served in these programs and the calculation of the target population was changed for the current state plan. Total Work and Family enrollments of 174,744 represent 21.34% of all 818,836 students in grades 7-12.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

9) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old are served by Occupational Work Adjustment (OWA) programs.

FY95 Status Report:
The Occupational Work Adjustment program (OWA) served 12,173 students in FY95. Of all the students served, 40% were female and 60% were male. Comparison to the targeted goal was unavailable since student demographic information by age was not required during the second year of EMIS implementation. Comparison data may be available for the FY96 Comprehensive Annual Performance Report.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education

10) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Consumer Homemaking programs.

FY95 Status Report:
The total enrollment in the Family and Consumer Sciences Impact program during FY95 was 8,241, which was a decrease of 2,370 from the FY94 total of 10,611. The decrease was primarily the result of the conversion of Impact programs to middle school level Work and Family programs. This state plan goal, therefore will be eliminated in FY97.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

2) Sequential courses of study leading to both academic and occupational competencies
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education

11) State Plan Objective: By FY96, annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

FY95 Status Report:

- In FY95, a total of 7,967 male students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 1,505 students over FY94.
- In FY95, a total of 5,034 female students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 538 students over FY94.
- In FY95, a total of 3,016 male students were enrolled in full-time adult vocational education programs nontraditional for their sex.
- In FY95, a total of 3,369 female students were enrolled in full-time adult vocational education programs nontraditional for their sex, which is an increase of 33 students.
- In FY95, a total of 1,821 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex, which is an increase of 955 students.
- In FY95, a total of 1,454 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex, which was a decrease of 301 students.

A detailed listing of programs that have been identified as nontraditional for either sex are contained in section one of the Comprehensive Annual Performance Report for FY93.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Adult Education

12) State Plan Objective: By FY96, annual statewide aggregation of local full-time adult program enrollment will indicate that full-time adult vocational programs will serve 79,393 or 20% of the individuals who need training or retraining each year. The number of workers needing training is 7% of the total workforce. According to current growth estimates by the Labor Market Information Division of the Ohio Bureau of Employment Services, the Ohio civilian labor force is projected to be 5,525,200 in 1994, 5,600,600 in 1995, and 5,670,900 in 1996.

FY95 Status Report:
A total of 76,756 students were enrolled in full-time adult education programs in FY95 which was a net decrease of 4,611 students over the previous year's enrollment. The 76,756 students equaled 18.5% of the adults in need of retraining in Ohio. Enrollments below the targeted goal are due to the loss of the federal set-aside to fund adult education programs under the new Perkins Act and a decline in state funding to support full-time adult programs. Unless state funds are substantially increased for the current biennium budget and the FY96 and FY97 budgets, this objective cannot be achieved.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement

6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies

13) State Plan Objective: By FY96, annual statewide aggregation of local part-time adult program enrollments will indicate that part-time adult programs serve 238,178 or 60% of the 7% of the adult workforce that needs training or retraining each year.

FY95 Status Report: In FY95, a total of 142,935 students were enrolled in regular part-time adult programs and an additional 5,875 students were enrolled in part-time apprenticeship programs for a grand total of 148,810 students. Total part-time adult enrollments in FY95 declined by 1.4% or 2,149 students over the previous year due to the loss of federal set-aside for adult programs under the new Perkins Act and a decline in state funding to support part-time adult programs. Unless state funding is substantially increased for the FY96 and FY97 budgets, this objective cannot be achieved.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies

Placement Objectives

Secondary Education Programs

By FY96, the placement status of secondary vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

14) State Plan Objective: In FY95, 60% of secondary completers available for civilian employment are employed in occupations related to their training. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
The analysis of state aggregate follow-up information for students who completed secondary programs in FY94 indicates that 72.9% of secondary completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement

8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

15) State Plan Objective: The employment rate of secondary completers available for civilian employment is equal to or exceeds 84%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate follow-up information for secondary students who completed the program in FY94 indicates that 95.0% of secondary completers available for civilian employment were employed in the civilian workforce. This objective was therefore achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills plus basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

16) State Plan Objective: At least 90% of total secondary completers are reported in follow-up categories other than status unknown. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate follow-up information for secondary students who completed programs in FY94 indicates that school districts were able to identify the status of 95.0% of the students. This objective was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Secondary Indicators

17) State Plan Objective: In FY95 and FY96, 65% of secondary completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate information for students who completed secondary programs in FY94 indicates that 86.4% of students were employed in related occupations or enrolled in related education programs. This goal, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills plus basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

18) State Plan Objective: Of the secondary students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 85%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate information for students who completed programs in FY94 indicates that 95.3% of the students available for employment were employed in the military or the civilian labor force. This objective, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Full-time Adult Programs

By FY96, the placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Primary Indicators

19) State Plan Objective: At least 80% of full-time adult completers available for civilian employment are employed in occupations related to their training. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate follow-up information for students who completed full-time adult education programs in FY94 indicates that 88.6% of full-time completers available for civilian employment were employed in occupations related to their training. This objective, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

20) State Plan Objective: The employment rate of full-time adult completers available for civilian employment is equal to or exceeds 85%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate follow-up information for students who completed full-time adult programs in FY94 indicates that 95.7% of students available for civilian employment were employed. This objective, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement

8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills plus basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

21) State Plan Objective: At least 90% of total full-time adult completers are reported in categories other than status unknown. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate follow-up information for full-time adult programs in FY94 indicates that school districts were able to identify the status of 91.1% of the students. This objective, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Secondary Indicators

22) State Plan Objective: At least 90% of full-time adult completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate information for students who completed full-time adult programs in FY94 indicates that 95.7% of students were employed in related occupations or enrolled in related education programs. This goal, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)

13) Strong development and use of problem-solving skills plus basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

23) State Plan Objective: Of the full-time adult students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY95 Status Report:
An analysis of state aggregate information for students who completed full-time adult programs in FY94 indicates that 95.7% of the students available for employment were employed in the military or civilian labor force. This objective, therefore, was achieved in FY95.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

Student Assessment Objectives

24) State Plan Objective: By FY96, 75% of all secondary education students enrolled in occupationally specific vocational education programs will participate in Ohio Vocational Competency Assessment (OVCA) package.

FY95 Status Report:
During the Spring of 1995, 41,818 secondary students took the Work Keys Tests which was 59.2% of the estimated potential market for the OVCA Package.

The number of secondary students taking the tests was calculated by eliminating the 4,046 students who were over the age of 19. The potential number of students was calculated from secondary job training Spring enrollments excluding student counts from the Occupational Work Experience Program (OWE), Production Agriculture students below grade eleven and all Option IV students.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies

12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

25) State Plan Objective: Pending the reinstatement of state funds to support the development of Individual Career Plans (ICPs) for secondary students, 90% of all students in the eighth, ninth, tenth and eleventh grades will have ICPs.

FY95 Status Report:
The staff of the Career Development Service reported the following:

- ICPs were initiated by **131,787 8th grade students**. This represents **92 percent** of the total 8th grade population. In addition, 27,935 ICPs were initiated by 7th grade students, and 14,049 ICPs were initiated by 6th grade students.
- ICPs were reviewed by **117,539 9th grade students**. This represents **91.4 percent** of the students who initiated ICPs as 8th grade students in FY94, and 75 percent of the total 9th grade population.
- ICPs were reviewed by **65,268 10th grade students**, or **57 percent** of the students who initiated ICPs as 8th grade students in FY93.
- ICPs were reviewed by **19,748 11th grade students**, or **39 percent** of the students who initiated ICPs as 8th grade students in FY92.

As indicated in the FY95 annual evaluations from VEPDs, 95.7% of the VEPD's met the criteria. When 12,043 students were sampled, over 75% could articulate an occupational goal and a written educational plan to achieve that goal. The evaluation reports indicated that 145,000 students have Individual Career Plans.

New strategies are being considered to expand the reviews of the ICP in grades 10 and 11.

Relationship to State Assessment:
This objective addresses the following "A" priorities identified in the 1993 Assessment of Vocational Education in Ohio.

2) Sequential courses of study leading to both academic and occupational competencies
3) Increased student work skill attainment and job placement
6) The ability of the eligible recipients to meet the needs of the special populations with respect to vocational education
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

26) State Plan Objective: By FY96, 75% of all occupationally specific secondary vocational completers will complete an individual career passport.

FY95 Status Report:
As indicated by the VEPD Plan Evaluations, Career Passports were received by 14,339 secondary completers, which represents 79.8% of the VEPDs who met the 75% criteria objective during 1994-95.

As indicated by the state assessment survey, career passports were received by 78.7% of secondary completers during 1994-95.

Relationship to State Assessment:

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

27) State Plan Objective: By FY96, 50% of all eligible occupationally specific adult full-time vocational completers will complete an individual career passport.

FY95 Status Report:
As indicated by the VEPD Plan Evaluations, Career Passports were received by 2,606 adult full-time vocational completers, which represents 79.7% of the VEPDs who met the 50% criteria objective during 1994-95.

As indicated by the state assessment survey, career passports were received by 73.9% of the adult full-time completers during 1994-95.

Relationship to State Assessment:

1) Integration of academic and vocational education
2) Sequential courses of study leading to both academic and occupational competencies
3) Increased student work skill attainment and job placement
8) The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including the needs in areas of emerging technologies
12) Other factors considered appropriate by the State Board (includes the Plan for the Modernization of Vocational Education)
13) Strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting

E. Conclusion

Ohio continues to make great strides towards the achievement of the ambitious state plan goals in FY96. A total of 13 of the 27 (48.2%) goals were already achieved in FY95. A total of seven of the 27 goals (25.9%) were on target but seven of the 27 goals (25.9%) need additional attention if they are to be achieved in FY96.

Objective already achieved:	8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27
Objectives that are on target:	3, 4, 6, 7, 9, 24, 25,
Objectives that are not on target:	1, 2, 5, 10, 11, 12, 13

The adult education enrollments have been severely impacted by the loss of federal and state funds to operate programs. If state funds for full-time adult vocational education and part-time adult vocational education are not increased, the problem will continue.

The decline in the number of secondary disadvantaged students in vocational education programs is probably due to a major change in the methods used to identify disadvantaged students not the result of a decline in the actual number of disadvantaged students served.

On October 12, 1993, The Ohio Department of Education reported concerns to Congress and The U.S. Department of Education about new policies implemented by the U.S. Department of Agriculture eliminating the internal use of free and reduced student lunch records to identify economically disadvantaged students. The Ohio Department of Education correspondence predicted that the "reported" number of economically disadvantaged students would decline as a result of the policy.

Although the 1994 Child Nutrition Reauthorization Legislation (P.L. 103-448) contains provisions which will allow the use of lunch eligibility data for other programs. The U.S. Department of Agriculture has yet to issue a change in policy. The new law states that "a person directly connected with the administration or enforcement of a federal education program; a state health or education program administered by the state or local educational agency (other than a program carried out under Title XIX of the Social Security Act; or a federal, state or local means tested nutrition program with eligibility standards comparable to (those of the school lunch and breakfast programs). If the regulations for the Nutrition Act are released in a timely fashion, FY96 disadvantaged student counts should be restored to FY93 levels.

SECTION III

FY95

Measuring and Planning Progress

MAPP
Measuring and Planning Progress

Introduction

This section reports the findings and scope of Ohio's program evaluation process for the 1994-95 school year. Ohio evaluates all programs at least once every five years. Program evaluation is completed in 20% of the 94 Vocational Education Planning Districts (VEPDs) each year. A VEPD may consist of a single school district, a contract arrangement between two or more districts, or a joint vocational school district (JVSD) created by the action of several member school districts. A total of 49 of the 94 VEPDs are joint vocational school districts. When a JVS is present, all school districts within the VEPD are evaluated including the JVS. Ohio's vocational evaluation process is called Measuring and Planning Progress (MaPP).

The Measuring and Planning Progress (MaPP) system is Ohio's vocational and career development assessment system. MaPPs goal is to ensure the best possible delivery system for vocational and career development programs and services. MaPP achieves this goal by evaluating the effectiveness and quality of vocational education and career development programs and services.

MaPP meets the evaluation requirements set forth by the Ohio Elementary and Secondary Minimum Standards and those identified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. MaPP uses the collaborative expertise of state staff, local educators, and the community at large to analyze programs and services identified in the VEPD Comprehensive Strategic Plan.

MaPP is integrated into the VEPD planning process and serves as an intensive needs assessment for the VEPDs Comprehensive Strategic Plan. The individuals involved in the completion of the MaPP assessment process are normally the individuals that advise the VEPDs administration on the completion of their comprehensive strategic plan.

The VEPD comprehensive strategic plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- assessment of current demographic and operational conditions,
- establishment of measurable vocational education and career development objectives, and
- identification of programs which meet established educational objectives.

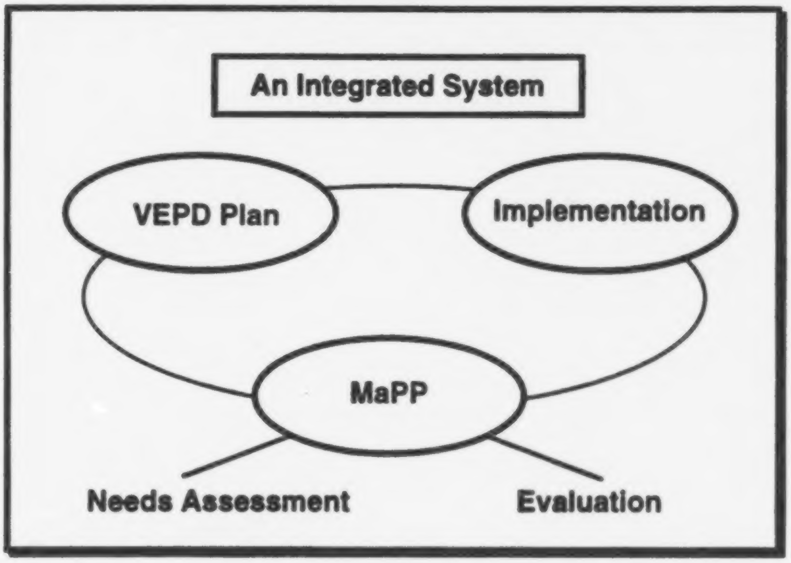
MaPP is an assessment system based on student performance. At the program level, it incorporates student performance outcomes as a basis for determining effectiveness and, in turn, uses indicators of quality to determine the best means to maintain and improve program impact on that student performance. This analysis and recommendation process provides advisory committees and program level staff with program improvement recommendations.

At the VEPD level, MaPP analyzes the appropriateness of the programs and services provided by analyzing overall student performance. These indicators of quality are used to determine the best means to maintain and improve a VEPDs positive impact on student performance. This analysis and recommendation process provides administrators and school boards with recommendations for improving the VEPDs objectives and program offerings, as well as recommendations for improving program operation.

The MaPP process is complimented by the annually reviewed VEPD Comprehensive Strategic Plan. A survey of the efforts related to the plan are contained at the end of this section.

I. Overview of MaPP Process

The assessment process includes data related to how students are doing in related placement but also includes what levels of competency students have attained in their program area. MaPP also utilizes a Strategic Analysis Team made up of local business, industry and agency people to analyze the programs and make recommendations for improvement, disinvestment, expansion and new program offerings. The same team will then work with the Vocational Education Planning District to help them develop their local strategic plan.



A. Programs and Services Assessed by MaPP

MaPP evaluates all programs and services administered through the Ohio Department of Education, Division of Vocational and Adult Education. These programs and services are identified locally through the VEPD Comprehensive Strategic Plan. Programs and services are organized into the following three categories for the purpose of assessment.

1. Programs

This category includes occupationally specific programs and Occupational Work Experience, "at-risk" early intervention programs (e.g., Occupational Work Adjustment), Entrepreneurship, Employability, Vocational Evaluation, Job Training coordinator, and Work and Family Life programs. MaPP assessments are completed on all programs, at both the secondary and adult levels.

In FY95 a program was minimally defined as one instructional subject code per school district. Where secondary and full-time adult units of the same instructional subject code exist, they were treated as one program for assessment purposes. A VEPD may combine multiple programs into a single program, if the instructional subject codes being combined use the same classification as its instructional program (CIP) code. Questions regarding the CIP classification of a particular program should be directed to the service area office providing leadership to that program.

For state program staff on-site assessments, a program is identified as an instructional subject code per building including secondary and adult components, where applicable. **The state program staff on-site assessments will include no less than two programs and no more than ten programs (minimum of two full-time adult programs, if applicable) for each VEPD.** These programs will be selected by the individual service areas and the selection criteria will be based upon performance measures.

A VEPD program area teachers meeting is to be held at the conclusion of the on-site review process. This will allow all VEPD program area teaches and their service area state staff person to share information and ideas before the state staff report is finalized.

2. *Macro-Programs*

This category includes career development and academic services which are considered "macro-programs" because their scope is larger than an individual unit, class and/or program review. Each macro-program has a separate self-assessment. The macro-program advisory committees membership is outlined within each macro-program's quality assessment guide.

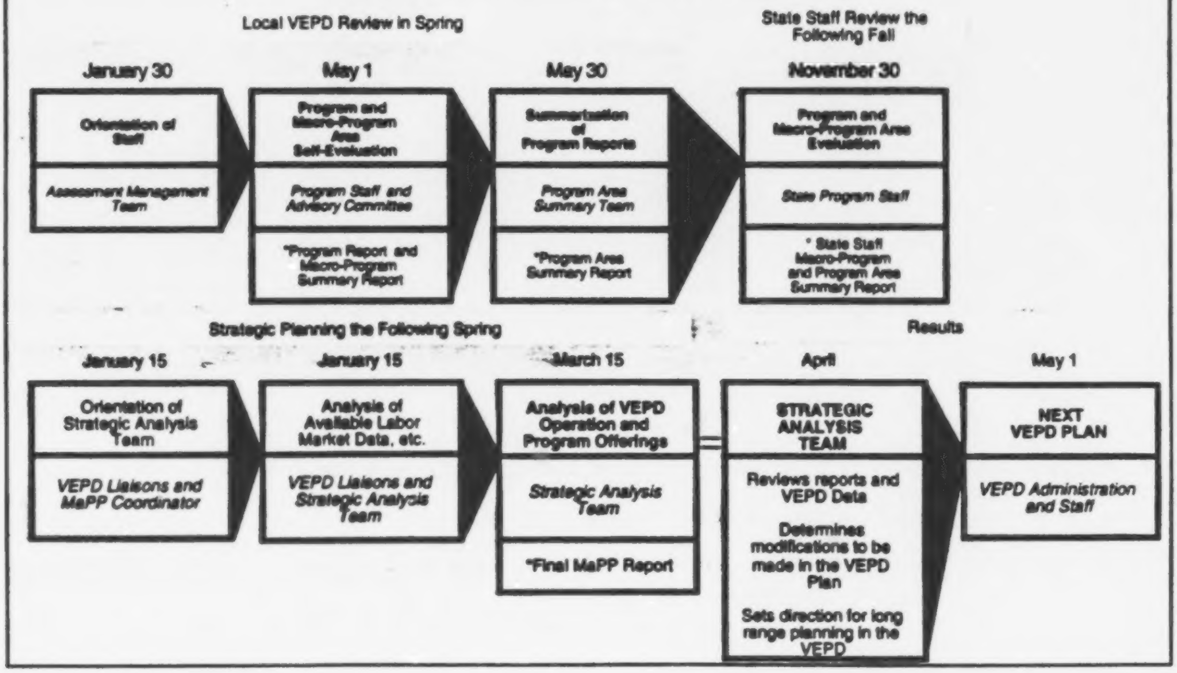
State staff complete one on-site assessment for each of the macro-programs. This on-site assessment involves analysis of the VEPDs scope and quality of delivery.

3. *Strategic Planning*

This category includes administrative structure, program relevance, and VEPD progress toward *Ohio's Future at Work* imperatives and Carl D. Perkins objectives. There is one self-assessment for the strategic planning category.

State staff provide reports in the strategic planning assessment process.

Measuring and Planning Progress (MaPP)


Local VEPD Review in Spring
State Staff Review the Following Fall
January 30
Orientation of Staff
Assessment Management Team
May 1
Program and Macro-Program Area Self-Evaluation
Program Staff and Advisory Committee
*Program Report and Macro-Program Summary Report
May 30
Summarization of Program Reports
Program Area Summary Team
*Program Area Summary Report
November 30
Program and Macro-Program Area Evaluation
State Program Staff
* State Staff Macro-Program and Program Area Summary Report
Strategic Planning the Following Spring
Results
January 15
Orientation of Strategic Analysis Team
VEPD Liaisons and MaPP Coordinator
January 15
Analysis of Available Labor Market Data, etc.
VEPD Liaisons and Strategic Analysis Team
March 15
Analysis of VEPD Operation and Program Offerings
Strategic Analysis Team
*Final MaPP Report
April
STRATEGIC ANALYSIS TEAM
Reviews reports and VEPD Data
Determines modifications to be made in the VEPD Plan
Sets direction for long range planning in the VEPD
May 1
NEXT VEPD PLAN
VEPD Administration and Staff

B. Participants in the MaPP Process

The many individuals and groups involved in the MaPP assessment process are described in this section. Each group of individuals brings a different perspective to the process.

1. MaPP Coordinator

The MaPP coordinator is the person designated by the VEPD superintendent to provide the leadership and management to the operation of the MaPP system.

2. Responsibilities

- chairs the VEPD Assessment Management Team;
- assembles the Assessment Management Team; including all individuals identified on the Contact Persons Information Form in the VEPD Comprehensive Strategic Plan;
- arranges the Assessment Management Team orientation with the VEPD Liaison;
- directs the identification of timelines;
- provides the VEPD program and macro-program orientation;
- oversees the establishment and orientation of the Strategic Analysis Team;
- provides VEPD data to appropriate participants; and
- manages the development of the local program summary reports and the Strategic Analysis Team strategic planning report.

3. Assessment Management Team

The Assessment Management Team is a group of VEPD personnel that manages the assessment process and assists the Strategic Analysis Team with its needs assessment activities.

The membership may vary, but should include at least the individuals identified on the Contact Person Information Form in the VEPDs Comprehensive Strategic Plan and representatives from both secondary and adult programming. In those VEPDs with no adult education programs, there should be someone on the Assessment Management Team responsible for representing adult education. The Assessment Management Team meets with its respective VEPD liaison (described later in this section) for an orientation on the MaPP system.

- establishes an activity timeline;
- determines the membership of the Strategic Analysis Team;
- determines state staff reporting procedures to be used with the Strategic Analysis Team; and
- determines the program area summarization teams.

Additionally the Assessment Management Team:

- forms a VEPD Strategic Analysis Team;
- orients all VEPD staff to the MaPP process;
- completes unique assessments as requested by the Strategic Analysis Team, such as an employer satisfaction survey. This information will be used by the VEPD Strategic Analysis Team in its assessment efforts;
- provides VEPD plan objectives and student performance data needed by the state program staff and VEPD staff;
- compiles all program assessment information into program area summary reports; (A minimum of 3 individuals, including the program area person identified on the Contact Person Information Form in the VEPD plan, will be on each program area summary committee. This information will be used by the VEPD Strategic Analysis Team in formulating a strategic planning report.)

- monitors the VEPDs progress toward meeting program improvement recommendations and keeps the Strategic Analysis Team informed of the same; and distributes the strategic planning report generated by the Strategic Analysis Team to all participants in the assessment process.

4. Strategic Analysis Team

The Strategic Analysis Team is a group of business, industry, community, labor, agency, and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD.

The Strategic Analysis Team membership should be approximately 12 individuals representing the following:

- business/industry/labor leaders (50% minimum) with a cross section of industries represented within the VEPD
- community agencies leaders
- service agency leaders (emphasis on family life)
- postsecondary institution representative
- associate school administrator (JVSD and compact VEPDs only)
- JTPA representative
- parent/guardian of a student with disabilities

If the VEPD is conducting their North Central Association (NCA) review the same year as MaPP, they should add 2-3 members from the NCA review committee to the Strategic Analysis Team.

VEPDs may increase the size and membership makeup of the Strategic Analysis Team, but the Strategic Analysis Team should be comprised of at least 75% non-educators. In addition, this group must have gender and racial representation. This group's membership cannot include members of other advisory groups involved in the assessment of individual programs within the VEPD.

The Strategic Analysis Team meets with the MaPP coordinator and the VEPD liaison (described earlier in this section) to receive an orientation to the MaPP system.

The Strategic Analysis Team uses a quality assessment guide to assess the following:

- the relevance of the VEPDs programs to current and future labor market demands and student needs;
- the administrative structure of the VEPD;
- the overall performance of the VEPDs students; and
- the progress the VEPD is making to meet the objectives of *Ohio's Future at Work* and the *Carl D. Perkins Vocational and Applied Technology Act.*

The Strategic Analysis Team receives and studies input from:

- the VEPD program and macro-program area reports;
- the state program and macro-program area reports;
- the state strategic planning report; and
- previous annual VEPD plan evaluations.

The Strategic Analysis Team may request specialized data reports, such as an employer satisfaction survey from the Assessment Management Team.

The Strategic Analysis Team formulates a VEPD strategic planning report based on all of the input provided to them. This report identifies strengths of the VEPDs operation and provides recommendations for modifying the VEPD Strategic Plan for the next 5 years.

Signatures of the superintendent and Strategic Analysis Team members must be included on the final report.

After the assessment is completed, the Strategic Analysis Team is kept informed regarding the progress the VEPD is making toward meeting their recommendations.

5. *Staff and Advisory Committees*

The instructional or support staff directly involved with the delivery of programming and the advisory committees related to those programs are an integral part of the MaPP system and are jointly responsible for completing a self-assessment of their programs.

Advisory committees must conform to the policies and standards for advisory committees as established by the Division of Vocational and Adult Education and the VEPD.

The VEPD staff and advisory committees receive orientation from the Assessment Management Team. In turn, the VEPD staff and advisory committees evaluate their program utilizing a program quality assessment guide.

The VEPD staff with assistance from the Assessment Management Team, determine the VEPD plan objectives for each of their programs and determine student performance outcomes achieved by the program's students.

The VEPD staff and advisory committees assess their respective programs and provide the following:

- strength statements regarding each program;
- program improvement recommendations for each program; and
- strategies and target dates to implement recommendations

This program report is utilized by the Assessment Management Team as they formulate program area reports.

The VEPD staff and advisory committees implement program specific recommendations and monitor each program's progress on student performance measures.

C. VEPD Liaison

A VEPD Liaison is a state staff member who works with the Assessment Management Team and the Strategic Analysis Team to evaluate the VEPD on a strategic planning level.

The liaison also provides state leadership to the assessment process within the VEPD.

1. *Responsibilities*

The liaison is the primary state provider of the orientation to the MaPP process. This individual meets with the Assessment Management Team to provide instruction on completing the MaPP process. The liaison provides a *MaPP Procedure Guide* and copies of the various *Quality Assessment Guides* to the VEPD Assessment Management Team.

The liaison assesses the following:

- the VEPDs programs relevance to labor market demand, student needs and VEPD plan objectives;
- the VEPDs program adequacy; and
- the VEPDs administrative operation.

These assessments are completed using the Strategic Planning Quality Assessment Guide, information from state program staff, and other data sources.

Based upon this assessment, the liaison develops program improvement recommendations regarding strategic planning (e.g., *Ohio's Future at Work* status). The liaison makes recommendations regarding investment and disinvestment of programs based on labor market and student needs. This information is presented in writing and orally to the Strategic Analysis Team.

After the assessment process, liaisons provide technical assistance to the VEPDs as they modify their VEPD plans in response to Strategic Analysis Team recommendations. Liaisons also monitor the progress VEPDs make toward achieving their strategic planning recommendations.

D. State Program Staff

As a result of the new timeline started in FY94 (illustrated on page 3) the State Program Staff completed their reports after the close of FY95. State program staff are representatives from the various program service areas and sections within the Division of Vocational and Adult Education, including Agriculture, "At-Risk" Programs (OWA), Business, Entrepreneurship, Employability, Family and Consumer Sciences, Marketing, Job Training Coordinators, Trade and Industrial Education, and Vocational Evaluation.

1. Responsibilities

State program staff complete an assessment of each program within the VEPD. These assessments are completed in two ways.

1. Desk Assessment
   Program staff complete a desk assessment of 100% of their respective programs within each VEPD; this includes programs in associate school districts. The desk assessment utilizes student and program performance data to evaluate the effectiveness of the programs.
2. On-site Assessment
   Program staff on-site assessments will include no less than two programs and no more than five programs for each VEPD. These programs will be selected by random.

Each state program staff member produces a state program area report with strength and recommendation statements. This report is based on information obtained from the on-site assessments, the desk assessments, and reflects program initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is completed, state program staff provide technical assistance targeted to identified programs and/or VEPDs.

E. State Macro-program Staff

As a result of the new timeline started in FY94 (illustrated on page 3) the State Macro-Program Staff completed their reports after the close of FY95. State macro-program staff are representatives from academic services and career development (career guidance and career education) within the Division of Vocational and Adult Education.

1. Responsibilities

State macro-program staff complete an assessment of their respective macro-program within the VEPD. Because each macro-program is assessed as a single component, each macro-program is assessed by the state macro-program staff.

Each state macro-program staff member produces a state macro-program report with strength and recommendation statements. This report is based on information obtained from the on-site assessment and reflects initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is complete, state macro-program staff provide technical assistance targeted to identified macro programs.

II. Ohio Council on Vocational Education

Each VEPD final report is submitted to the Ohio Council on Vocational Education (OCOVE); thereby, providing local improvement information to the council members.

Figure 1

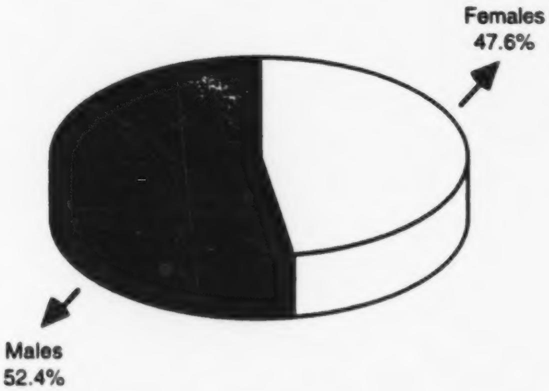
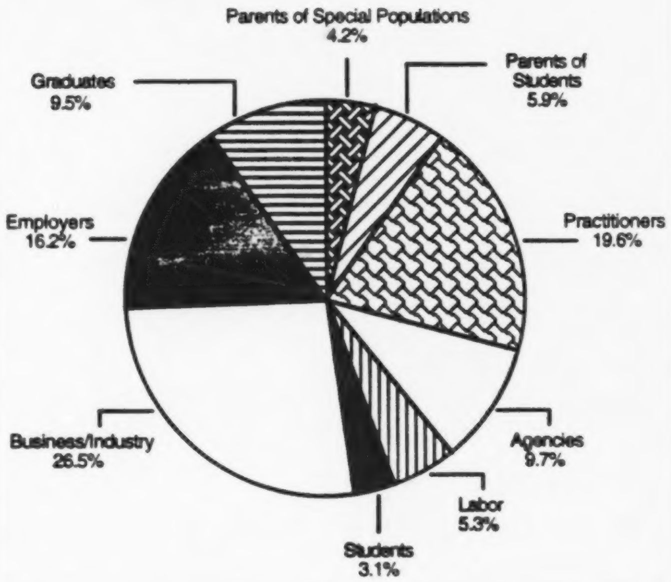


Figure 2



A. MaPP Participation Statistics

In FY95, twenty VEPDs represented by 146 school districts participated in MaPP.

A total of 687 committees with 5,960 members analyzed the VEPDs going to MaPP this year. Figure 1 and 2 illustrate the make-up of those various committees.

Service Area Summary Reports

FY95 summary reports for academic services, agricultural education, business education, career development, family and consumer sciences, marketing education, trade and industrial education (includes health education), and the strategic analysis teams are included in this section. Program area descriptions, strengths, recommendations, and MaPP findings and initiatives are detailed for each service area.

B. Academic Services

1. *Program Area Description*

Academic services include academic instruction provided to vocational students including applied academics, remedial academic classes, and advanced academic subjects required for entry into postsecondary education.

2. Strengths

- Academic teachers participation on trade advisory committees.
- Students with academic difficulties can receive individualized remediation and intervention assistance.
- Advanced academics are available to students whose vocational programs requires such work.
- Articulation agreements have been developed.
- Approved courses of study exist for all academic programs.
- Team-teaching with vocational teachers.
- Intervention activities are provided for students not passing the ninth grade proficiency tests.
- Opportunities exist for coordination time between the vocational and the academic teacher.
- Applied academic courses are correlated to their fullest extent.
- Academic teachers have an individual professional development plan.
- Advanced academic classes are available in English, math, science, and social studies.
- Advanced academic courses are available to students who may wish to participate in a combination vocational/college-preparatory program.
- Special programs are offered for "at-risk" students.
- Work Key results indicate a gain in academic performance.

3. Recommendations

- Develop a committee to explore and implement options concerning applied academics.
- Continue to provide opportunities for staff to attend inservice meetings at the regional, state, and national levels.
- All staff need to have formal individual professional development plans.
- An academic advisory committee needs to be created.
- Academic curricula needs to be correlated to the vocational program where applicable.
- Coordination time for vocational and applied academic teachers needs to occur simultaneously to accommodate joint planning.
- Provide a source of texts and supplementary materials for the applied academic teachers
- Evaluations should include objectives and target dates.
- Provide more intervention opportunities for math deficiencies in students.
- Increase the number of programs participating in applied academics.
- Teacher externships need to continue with academic staff as part of the team.

C. Agricultural Education

1. Program Area Description

The agricultural education system in Ohio is designed to provide both youth and adults the career information and occupational competencies necessary to enter, compete, and advance in the food and fiber, horticultural, environmental, natural resource, and pet care industries. The system is an integral part of the total Ohio educational system. It provides a competitive advantage to its customers, agricultural students, as they enter the various agricultural occupations and the agricultural industry.

Ohio provides the opportunity for vocational education planning districts to offer secondary and postsecondary programs in agriscience, agribusiness, agricultural mechanics, horticulture, animal production and care (nonfarm), production agriculture, environmental technology, biotechnology, natural resources, and food processing. All programs are based on the needs of the agricultural industry as manifested in industry based competency lists and advisory committee input.

2. *Strengths*

- Agricultural education program completer placement continues to improve overall to remain higher than most other vocational programs and all general population indicators.
- Agricultural education program participants are less likely to drop out of school than general education students and vocational students overall.
- Agricultural education completion rates far exceed regular vocational education rates in adult programs.
- FFA membership has always been a strong component of agricultural education programs.
- In FY95 agricultural education enrollment increased by 7%.
- Two new programs were implemented in FY95: Environmental technology and biotechnology.
- Supervised agricultural experience quality rose by 2%.

3. *Recommendations*

- Statewide leadership activities need to be focused on program expansion within the VEPDs that do not currently have agricultural education programs.
- Initiatives targeted to attract quality minority teaching staff should be implemented both at the local and state level.
- The School-to-Work career cluster concept should be implemented.
- Curriculum materials and equipment need to be improved to meet the educational requirements set forth in the agricultural Ohio's Competency Analysis Profiles (OCAPs).
- Professional development will be needed before teachers will be able to adjust, technically and professionally, to the new vocational education expectation.
- The VSO program, FFA, must be analyzed to assure it's meeting the needs and interests of all agricultural education students.

4. *MaPP Findings and Initiatives*

- Some of the VEPDs that do not offer agricultural education have the largest horticultural and environmental labor markets.
- Adult agricultural education is focused almost exclusively on farm management and therefore does not provide instruction in areas of labor force growth.
- There is a shortage of agricultural education teachers.

D. Business Education

1. *Program Area Description*

Business Education's primary objective is to develop successful skills and attitudes for youth and adults desiring employment in business and related occupations. The vocational business programs are offered in high schools, vocational centers and adult training centers and provide a wide range of education options to enhance the needs of local businesses. Training is found in the areas of accounting, administrative office technologies, data processing and administrative management. Business Professionals of America, the vocational student organization, affords students leadership opportunities with membership available at the secondary and postsecondary levels.

2. *Strengths*

- Programming addresses all areas of accessibility.
- Business partnerships, including program advisory committees, are in place and meeting the needs for program upgrading.
- Placement rates are above the state requirements.
- Student completion of competencies and passports is increasing.

- *An increase in the number of students participating in applied academics has been* noted.

3. Recommendations

- Equipment upgrading and staff training on new equipment is essential.
- Program planning (marketing plan) needs to be completed by all instructors by program, school, school district and VEPD.
- Increase collaboration with institutions of higher education to provide seamless training and educational advancement.
- All instructors must have a written professional development plan to keep current and active in business and educational skills.

4. MaPP Findings and Initiatives

- Based on the need for instructors to develop program marketing plans, the state staff conducts an annual program marketing workshop.
- Based on the need for instructors to interpret OVCA data, the state staff will be conducting an OVCA workshop statewide.
- Staff development is needed for instructors in the area of performance assessment.
- Instructors need staff development in order to keep current on available computer hardware and software.
- Collaboration with instructors from other program areas should be established.
- Criteria for local program evaluation and accountability should be reviewed.
- The development of business partnerships needs to be emphasized.

E. Career Development

1. Program Area Description

The Career Development/Ohio Career Education System (OCIS) Service of the Ohio Department of Education, Division of Student Development serves individuals and organizations that facilitate the career development process. The career development service provides leadership and management in the development and marketing of quality educational services and products. The career development services serves career education coordinators, placement directors, economic education coordinators, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking.

Career development in Ohio is delivered to all students in grades K-Adult through Career Development Programs in 94 funded Vocational Education Planning Districts (VEPDs). A coordinator at each funded VEPD is responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator include the writing of both program proposals and reports; planning and coordinating education and community career education inservice programs; planning, implementing, and building classroom career education activities that support the above activities.

All of the statewide career education activities are given direction and coordination on the state level through the Career Development/OCIS Unit whose staff provides leadership to ensure that career development experiences will provide Ohio's students with opportunities to make wise choices, prepare for employment, and extend career development through their adult life.

2. Strengths

- A career development advisory committee meets regularly.
- Program staff participate in workshops, seminars, and other professional growth activities.
- The infusion of career education into curricula at the various grade levels.

- Utilization of Ohio's Career Development Blueprint with the Individual Career Plan.
- The expertise and commitment of the career coordinator.
- The quantity and quality of career resources available in each building and for loan.
- The completion of the Individual Career Plan by each 8th grade student and review annually of the plan.
- Numerous activities and career assessments of students prior to development of the Individual Career Plan at the 8th grade.
- The revision of career and guidance programs to incorporate the National Occupational Information Coordinating Committee (NOICC) Guidelines.
- Conducting Core Standard research.

3. Recommendations

- All K-Adult students in the VEPD should have an equal opportunity to participate in a comprehensive career development program.
- Utilize the career passport at the secondary and postsecondary levels for completers of a vocational education program.
- Continue to develop strong business and industry partnerships to strengthen community involvement for career development.
- A marketing program for the comprehensive career development program should be considered. Parents and the community should be aware of the various activities and services available through the career development program within the VEPD.
- A formal written annual evaluation of the career development program should be accomplished. This document would help to identify areas that need improved and facilitate communication among the various individuals with responsibilities in career development.
- Continue to provide opportunities for staff to attend inservice meetings at the regional councils, state, and national levels.
- Utilize computerized career and Labor Market Information (LMI) resources such as OCIS with more students and adults.
- Coordination is necessary at grades 9-12 as students revise their Individual Career Plans.
- Improved coordination and communication is needed among the individuals (principals, guidance, and teachers) assigned to develop the Individual Career Plan by the end of the 8th grade.
- Experienced based activities should be included in classroom activities, increase exploration and mentoring activities for high school students.

4. MaPP Findings and Initiatives

- Provide VEPD inservice on the Individual Career Plan (ICP) as needed.
- Provide additional inservice at the All Ohio Vocational Education Conference on the Individual Career Plan, OCIS, and Career Passport for all.

F. Family and Consumer Sciences

1. Program Area Description

Family and consumer sciences programs in Ohio prepare students for the work of home and family and for employment in family and consumer sciences related occupations--food management and production, clothing and interiors, early childhood education, and hospitality and facility care. Programs are offered at the secondary, technical, and adult levels and to special populations--teen parents, disadvantaged middle and junior high students, disadvantaged adults, displaced homemakers, and dislocated workers. Youth leadership skills are developed in the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) student organization, an integral part of the family and consumer sciences curriculum.

2. *Strengths*

- The vocational family and consumer sciences programs in Ohio reflect a clear mission and a structure to accomplish that mission.
- All schools have implemented a new course of study utilizing the OCAP and 83% are attempting to follow the six new instructional resource guides based on the OCAPs.
- No VEPD generalizations could be made about the use of advisory committees. Many schools were commended for active participation by advisory committee members; however, there were a number of schools for which this was a recommendation.
- The same observation as above is applicable to FHA/HERO. No VEPD generalizations could be made--it varied on a school-by-school basis. Some had very active chapters with participation at local, district, regional, state, and national levels. Others were not affiliated. Recommendations were made accordingly.
- Statewide FHA/HERO membership increased from 16,380 to 19,007 members.
- Statewide male enrollment in work and family life increased to 40%.
- In most programs the 20% access standard for work and family life was met.

3. *Recommendations*

- Strengthen advisory committees.
- Assess need for family and consumer sciences occupational programs for adults--particularly food service and early childhood.
- Coordinate Work and Family Life, Impact, GRADS, occupational and adult programs to meet the needs of all learners and the community.
- Link with social services where appropriate, specifically the Family and Children First Initiatives where established.
- Affiliate FHA/HERO chapters and strengthen level of involvement in FHA/HERO activities.
- Strengthen role of VEPD family and consumer sciences contact person. Develop VEPD family and consumer sciences communication network. Develop site-based leadership for family and consumer sciences, including an individual professional development plan for all teachers.
- Coordinate all vocational family and consumer sciences program marketing with VEPD marketing plan.
- Plan for OCAP assessment, including testing and authentic assessment measures.
- Incorporate technology as identified in the OCAPs and industry into all job training programs.
- Work and Family Life programs should initiate activities to help students transition from school-to-work and should assist students in their journey from 8th grade Individual Career Plan (ICP) to 12th grade Career Passports.

4. *MaPP Findings and Initiatives*

- Based on the need to provide technical update and inservice for the new Work and Family Life initiative, state staff planned and implemented over 54 regional meetings with 1,566 teachers in attendance.
- Based on the need to increase integration of FHA/HERO into family and consumer sciences classrooms, a cadre of key advisors in the state provide mentoring and inservice to new advisors or advisors who request assistance.
- Based on the need for technical updates in job training, technical inservice meetings were provided for each job training area on technical updates.
- Technical assistance was targeted to individual districts based on MaPP findings.

G. Marketing Education

1. *Program Area Description*

Marketing education provides instruction designed to meet the needs of youth and adults desiring to enter, advance, upgrade, and improve their skills and knowledge in occupations involving the marketing functions. Marketing programs are offered at high schools, vocational centers, and adult centers throughout Ohio. Marketing students are involved in leadership training through membership and participation in Ohio DECA, a vocational student organization (VSO).

2. *Strengths*

- Students have career objectives in marketing and cooperative students are employed in marketing occupations.
- Student completion of competencies and career passports is increasing.
- An increase in the number of students participating in applied academics has been noted.
- Student youth organization participation is increasing.

3. *Recommendations*

- Program courses of study must be reviewed by the instructors and advisory committees yearly to meet the needs of the current students.
- Instructor - business partnership should be increased by 10% yearly.
- The advisory committees, instructors, students, and school administration should have planned, written program of evaluation looking at program effectiveness, need and direction.
- Increase collaboration with institutions of higher education to provide seamless training and educational advancement.
- All instructors must have a written professional development plan to keep current and active in business and educational skills.

4. *MaPP Findings and Initiatives*

- Staff development is needed in the area of technology for the purpose of advancing the use of technology as a teaching and learning tool.
- The state staff conducts a program marketing workshop to assist instructors in the development of a marketing plan.
- Technical assistance is being provided statewide to assist instructors in the use and interpretation of OVCA score data.
- Staff development is needed for instructors in the area of performance assessment.
- A business partnership network is being developed by the state staff to assist local instructors in partnering efforts.
- Collaborative efforts with business education instructors should be established to provide optimal training opportunities for students.
- Cooperative instructors need to improve student placement in cooperative training stations.

H. Trade and Industrial Education

1. *Program Area Description*

The goal of Trade and Industrial (T&I) and Health Occupations Education is to prepare youth and adults for employment and/or post-high school training in trade, industrial, technical and health occupations. The staff provides technical assistance to local administrators for developing, organizing, conducting, and evaluating job training, school-to-work, tech prep, occupational work experience for disadvantaged students, consultative, and apprenticeship programs. In addition, staff are directly involved in planning and conducting activities for leadership training through Vocational Industrial Clubs of America (VICA), supporting curriculum development through the Vocational Instructional Materials Laboratory, and planning and conducting professional development trade-specific update activities for teachers.

T&I/Health Occupations are at the forefront in several new initiatives. The Tech Prep initiative includes T&I/Health Occupations in all of Ohio's fifteen consortia. School-to-Work pilot programs will be approved, which include T&I occupations, that can be replicated throughout the state and nation.

2. *Strengths*

The majority of T & I programs appear to be achieving placement requirements outlined in Ohio's core standards. The schools with placement problems have put together action plans through the Measuring and Planning Progress (MaPP) process and their comprehensive Vocational Education Planning District (VEPD) Plan.

- Voluntarily national certification standards for auto technician, auto collision repair, diesel truck mechanics, and printing programs are being implemented in schools.
- Thirteen Occupational Competency Analysis Profiles (OCAPs) were revised and updated in FY95. Schools are using the new OCAPs in developing local courses of study.
- Career Passports are widely utilized as the exit credential in T&I/Health Occupations programs and are being well-received by business and industry.
- T&I and Health Occupations teachers have demonstrated a commitment to professional development and many staff have their own professional development plans.
- All of the programs visited in MaPP have active advisory committees.
- Leadership training through VICA is available to the majority of students. VICA curriculum and membership needs to be strengthened in OWE programs.
- Tech Prep programs continue to be implemented primarily in the areas of T&I and Health Occupations.
- Developed recruitment materials under a sex equity grant to utilize business and industry representatives in program promotion.
- Recommendations of the Tech Prep Health Technologies Ad Hoc. Committee are addressing issues specific to Health Technologies programs.
- Teachers were more supportive of Work Keys and OCAP testing than during previous visits.

3. *Recommendations*

- VICA curriculum materials, including the new Professional Development Program and TQM, need to be incorporated in all T&I/Health Occupations programs.
- Safety instruction should be an integral part of all programs and adequate funds need to be budgeted for maintaining safe laboratories.
- All districts need to intensify activities that promote nontraditional opportunities in T&I/Health Occupations. Efforts to attain the statewide goal of 25% nontraditional enrollment in all programs continue, but this goal has not yet been achieved.
- Vocational leadership at the supervisory level for T&I/Health Occupations programs, especially in the North Central region of the state, needs strengthened.
- Districts are implementing OCAP testing as part of total assessment; however, teachers and administrators need further information in interpreting results.
- Labor market data should be used to help determine the need for new and existing vocational programs. Existing programs which consistently fall below mission on follow-up statistics should be closed and replaced with new programs.

4. *MaPP Findings and Initiatives*

- All 15 Tech Prep Consortia offer programs in T&I and/or health occupations areas.
- Over 84% of all Tech Prep classes are in T&I and Health Occupations. Technical assistance in achieving success for the students involved in these programs will be provided.

- T&I and Health Occupations represented 50% of secondary vocational education job training enrollments, 64% of adult full-time enrollments and 48% of adult part-time enrollments.
- Provide a renewed emphasis on development of training plans and agreements.
- Develop inservice workshops to help teachers with the interpretation of OCAP tests.
- Approximately 27,000 T&I and Health Occupations students are members of VICA.
- Continue professional development activities for teachers to fully integrate OSHA standards in every laboratory.
- Continue to provide technical assistance to programs seeking voluntary certification based on national standards (auto collision, diesel truck mechanics, and printing).
- Some laboratories, especially those in large city districts, lack adequate equipment and expendable supplies, to implement OCAP competencies.
- Encourage professional involvement in OVA/AVA at local, regional, state and national levels. T&I and Health Occupations membership in OVA/AVA is currently 625, and represents approximately 18% of the total membership.

I. Strategic Analysis Team

This section represents a sampling of the strengths and recommendations of an individual VEPD and not individual program areas. The Strategic Analysis Team is a group of business, industry, community, labor agency and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD. Their recommendations go to the VEPD administrative team.

They are also an important group in formulating the contents of the FY95 Comprehensive Strategic Plan for the VEPD.

1. Strengths

- Enrollment in adult education offerings have increased by 55% in the last three years.
- All students have equal access to all programs.
- Participation in community, business and school partnership is extensive.
- Each staff member has completed an individual staff development plan.
- All courses of study will reflect the competencies outlines by Ohio's Competency Analysis Profiles.
- Excellent advisory committee usage in each vocational program area.
- Availability of programs for "at-risk" youth.
- Continuous parental contact in work and family life program.
- All eighth grade students have an individual career plan (ICP) in place.
- The vocational department has developed a model for inservice education and professional development that crosses many educational disciples and involves many local businesses and industry.
- A comprehensive staff development program provides all certificated and classified staff members the opportunity to expand their knowledge base and strengthen professional skills on a continuing basis.
- Strong Career Development program.

2. Recommendations

- Increase by 10% the number of students scoring above level three in Work Keys by Spring, 1996.
- Incorporate the FY95 MaPP programs' evaluations into developing the VEPD plan for the next five years.
- Increase collaborative efforts between individual programs and between districts within the VEPD.
- Establish an apprenticeship linkage with various industries to provide a learning experience and job opportunity for the non-college bound student.
- Increase professional development programming for vocational staff on a VEPD basis.
- Expand access to programs by implementing a more flexible class schedule.

- Develop and implement a plan to increase minority participation in vocational education programs.
- Develop a county-wide transportation plan for students to maximize educational opportunities and financial resources.
- Become a Key Player in the regional School-to-Work initiative.
- Increase by 10% vocational student organization membership by 1997.
- Increase to 100% the number of programs utilizing the OVCA Competency Test by 1996.
- Expand externships to include all vocational and academic instructors by 1999.

J. Overall MaPP Improvement Recommendations for FY96

The following recommendations were implemented for FY96 to modify the MaPP process and were compiled from LEA input, and state staff observations.

- The teacher and advisory committee report format be simplified and coordinated with the service area summary report, state staff report, and the final report prepared by the Strategic Analysis Team. All of these reports follow the format of the VEPD *Comprehensive Strategic Plan.*
- Postsecondary Associate Degree programs were added to the review.

K. Vocational Education Planning Districts Comprehensive Strategic Plan

The *VEPD Comprehensive Strategic Plan* is the planning document which identifies a vocational education planning district's (VEPDs) delivery system for vocational and career development programs and services in compliance with Ohio Revised Code (ORC) Section 3313.90. VEPDs must meet the following requirements:

- A plan for vocational education has been approved by the State Board of Education in accordance with Section 3313.90 ORC.
- There must be at least 12 different vocational education occupationally specific programs and 20 classes operating within the VEPD with no more than four being cooperative education.
- There must be at least 1,500 students in the 9th through 12th grades within the school district(s) comprising the VEPD.
- There must be a comprehensive guidance and counseling program available to all students within the VEPD.
- There must be comprehensive assessment systems available to all special populations.

The VEPD strategic plan qualifies the VEPD for the receipt of state vocational education funds and meets the planning requirement for federal program improvement funds for secondary and adult programs under the Carl D. Perkins Comprehensive Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). VEPD strategic plans were instituted July 1, 1991. Annual self-evaluations of the VEPD strategic plan covering the period July 1 through June 30, are due by September 1.

The VEPD strategic plan is designed to assist local vocational education agency planners to address the mission of vocational and adult education as defined in *Ohio's Future at Work,* Ohio's vocational education system strategic plan, and to meet the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Following are the mission of Ohio's Vocational and Adult Education system and the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The mission of Ohio's Vocational and Adult Education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following:

• Occupational skills	those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.
• Academic skills	those core competencies necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.
• Employability skills	those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments. (Employability skills address federal requirements related to the preparation "In all aspects of the industry").

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The VEPD Comprehensive Strategic Plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- assessment of current demographic and operational conditions
- establishment of measurable vocational education and career development objectives, and
- identification of programs which meet established educational objectives.

By following these critical steps, the emphasis in planning is placed on students and their needs.

In addition, by consolidating all vocational and career development planning, the VEPD strategic plan attempts to provide a holistic view of the vocational and career development system. The core standards and measures of performance identified in this document are the overarching evaluation factors the VEPD strategic plan must address.

A VEPD will document measurable vocational education and career development objectives in the VEPD strategic plan. The VEPD also documents, within the VEPD strategic plan, the educational programs and program improvement initiatives planned to achieve its measurable objectives.

Sections of the plan include:

1. Needs Assessment

A) Labor Market
B) Population
C) Program Scope Barriers
D) Program Delivery Barriers

This section includes an in-depth analysis of local demographics to determine additional course offerings or disinvestment of current offerings that need to be considered to better meet local needs. It also identifies barriers that inhibit or prevent students for participating in the current vocational offerings.

2. *The Planning Process*

A) School Personnel, JTPA, Parents of Special Populations
B) Superintendents of School Districts
C) Public Agencies, Organizations and Community Groups
D) Business, Industry and Labor Representatives

The planning process brings together various groups to look at the Needs Assessment section and work with the VEPD administration to put together a plan of action to address those needs.

3. *Programs and Program Improvement Initiatives*

A) Program Scope
  1). Career Development
  2). Occupational Specific Programs
    a. Occupational Competency Gains and Positive Placement
    b. Academic Competency Gains and Positive Placement
  3). Work and Family Life Programs

B) Program Delivery
  1). Access
  2). Collaboration
  3). Competency Based Instruction
  4). Professional Development
  5). Marketing
  6). Evaluation

C) Budget

Measurable objectives to address the needs identified in section one are included in this section. In addition, the VEPDs student performance is monitored in relation to Ohio's statewide core standards and performance measures. The budget, which illustrates how the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and other sources of dollars will be spent to meet the identified needs, is also in this section.

4. *Assurances*

A) Carl D. Perkins Assurances
B) Ohio Department of Education Assurances

In this final section, the VEPD commit to meeting both federal and state assurances.

The VEPDs progress in meeting the stated objectives in their strategic plan is monitored by an annual evaluation.

For each objective the VEPD must answer the following statements:

1. **Identify the measurable results of the objectives achieved.**
2. **Identify each objective not completed, explain the status of each and identify barriers encountered.**
3. **Identify how the objective will be achieved next year.**

As a result of this annual evaluation, VEPDs can monitor their progress, as well as list barriers encountered that they may not have realized before. The annual evaluation identifies each objective in the VEPDs comprehensive plan and determines the progress being made toward that objective.

Measuring and Planning Progress (MaPP), Ohio's assessment of each VEPD every five years in contrast looks not only at how students are doing in related placement, but also includes what levels of competency have students attained in their program area. In addition, MaPP makes recommendations for improvement, disinvestment, expansion and new program offerings.

The annual evaluation with the five-year assessment of the VEPD called MaPP provides the VEPD with an accurate picture of where they are and the obstacles in their path to get where they want to go.

Appendix A

SECONDARY VOCATIONAL EDUCATION DATA SYSTEM
CLOSING INFORMATION FOR FY95

In July 1991, secondary vocational education unit funding, enrollment, and student follow-up data systems were integrated into the new Education Management Information System (EMIS). EMIS was mandated as a requirement of Ohio Senate Bill 140, the most comprehensive educational reform bill ever passed in Ohio, and includes aggregate student information, course information, and educational staff information submitted through the Ohio Educational Computer Network (OECN). OECN includes a network of mainframe computer entities known as "A-sites".

The systems were integrated into EMIS to avoid unnecessary duplication of data and to create new aggregations of information to assist state and local administrators and policy makers in decision-making and accountability.

Many difficulties were encountered with implementation of the EMIS. Although the data from FY95 has shown an improvement over that of the previous fiscal year, some problems still remain. Several factors that detail the difficulties associated with implementation of the EMIS have been identified. The key factors that affected the vocational education data components include:

1) Lack of adequate staff training at the local level and A-site computer levels.

2) Lack of standardized software and the failure of software vendors to include critical vocational education related data elements in the software.

3) Problems associated with transfer of data from local education agencies to A-sites, and A-sites to the Ohio Department of Education as well as the transfer of edit reports back to the local level.

As the result of the above problems, vocational education unit counts and opening enrollments were not finalized until September, 1995. Vocational education closing enrollment originally due June 30, 1994, were still incomplete as of October 23, 1995.

By design, closing June 30, 1995, enrollment totals should include all students served in vocational education during the period September 1, 1994 through June 30, 1995. Unfortunately, a total of four districts had not submitted any closing enrollment data as of October 23, 1995. The missing districts and their Internal Retrieval Numbers (IRN's) are listed below:

District Name	IRN Number
Canton City	043711
Marietta City	044321
Mechanicsburg Exempted Village	045484
Miami Trace Local, Fayette County	046920

In addition to the above districts that submitted no closing enrollment, some districts failed to submit closing enrollments for some of their classes. To develop statewide aggregate closing enrollments, this report uses opening enrollment counts in cases where closing class information was not submitted. Unlike closing enrollment, opening enrollment counts fail to include students added to classes during the course of the school year. The use of opening enrollment counts may in some cases result in the under-reporting of students.

EXEC-VEDS-EMIS

SUMMARY

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1995
All Districts

Secondary EMIS

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
October 23, 1995

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SMD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,079	8,345	6,734	2,538	2	2,966	602	1,273	220
AGRICULTUR	F	5,000	2,554	2,446	495		992	212	450	86
EDUCATION	T	20,079	10,899	9,180	3,033	2	3,958	814	1,723	306
04.0000	M	3,472	188	3,284	248	4	721	2,089	801	110
MARKETING	F	4,157	172	3,985	193	6	910	2,686	1,135	145
EDUCATION	T	7,629	360	7,269	441	10	1,631	4,775	1,936	255
04.9998	M	7,312	7,267	45	932	12	6,667	6,896	1	87
OWA	F	4,861	4,834	27	355	1	4,455	4,541	1	62
TOTALS	T	12,173	12,101	72	1,287	13	11,122	11,437	2	149
07.0000	M	400	28	372	46	2	149	60	68	18
HEALTH	F	3,576	108	3,468	255	3	1,176	851	872	106
EDUCATION	T	3,976	136	3,840	301	5	1,325	911	940	124
09.01	M	70,713	46,285	24,428	9,815	143	16,940		915	1,204
WORK &	F	104,031	69,006	35,025	9,056	229	23,183		1,268	1,599
FAM LIF	T	174,744	115,291	59,453	18,871	372	40,123		2,183	2,803
09.02	M	1,378	212	1,166	525		527	183	242	74
FCS JOB	F	3,774	351	3,423	1,132	9	1,534	464	830	205
TRAINING	T	5,152	563	4,589	1,657	9	2,061	647	1,072	279
09.0000	M	72,091	46,497	25,594	10,340	143	17,467	183	1,157	1,278
F.C.S.	F	107,805	69,357	38,448	10,188	238	24,717	464	2,098	1,804
EDUCATION	T	179,896	115,854	64,042	20,528	381	42,184	647	3,255	3,082
14.0000	M	2,633	309	2,324	247	2	815	373	552	73
BUSINESS	F	11,446	639	10,807	671	29	3,500	2,309	3,011	350
EDUCATION	T	14,079	948	13,131	918	31	4,315	2,682	3,563	423
17.0000	M	31,704	5,740	25,964	5,576	38	16,023	8,967	6,100	2,227
T & I	F	11,261	1,900	9,361	900	12	6,684	5,250	2,188	819
EDUCATION	T	42,965	7,640	35,325	6,476	50	22,707	14,217	8,288	3,046
30.0000	M	10,117	7,386	2,731						
PROGRAM	F	13,039	6,700	6,339						
TOTALS	T	23,156	14,086	9,070						
99.0000	M	11,324	1,438	9,886	2,770	2	4,356	684	2,628	605
SPECIAL	F	7,351	883	6,468	1,083	3	2,962	407	1,785	328
PROGRAMS	T	18,675	2,321	16,354	3,853	5	7,318	1,091	4,413	933
STATE	M	154,132	77,198	76,934	22,697	205	49,164	19,854	12,580	4,618
TOTAL	F	168,496	87,147	81,349	14,140	292	45,396	16,720	11,540	3,700
	T	322,628	164,345	158,283	36,837	497	94,560	36,574	24,120	8,318

BEST COPY AVAILABLE

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1995
All Districts

Secondary EMIS

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
October 23, 1995

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SMD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0100	M	8,892	7,245	1,647	1,320	1	1,420		191	53
AG PRODUCT	F	2,689	2,157	532	174		346		84	11
	T	11,581	9,402	2,179	1,494	1	1,766		275	64
01.0101	M	91	7	84	17		26		12	5
AN P&C-SM	F	236	6	230	43		66		45	11
	T	327	13	314	60		92		57	16
01.0104	M	2,442	424	2,018	299		283		243	25
FARM BUS M	F	676	105	571	25		81		54	5
	T	3,118	529	2,589	324		364		297	30
01.0131	M	21	3	18	3		4		7	2
AN P&C-EQU	F	36	6	30	3		12		11	3
	T	57	9	48	6		16		18	5
01.0200	M	956	58	898	100		130	602	329	20
AG SUPPLIE	F	320	21	299	12		40	212	110	9
	T	1,276	79	1,197	112		170	814	439	29
01.0300	M	1,012	101	911	311		480		239	40
AG IND EQU	F	28	3	25	2		15		3	2
	T	1,040	104	936	313		495		242	42
01.0400	M	97	1	96	28	1	33		21	5
AG PRODUCT	F	8	1	7	4		3		1	1
	T	105	2	103	32	1	36		22	6
01.0500	M	986	313	673	310		388		120	48
HORTICULTU	F	860	197	663	214		384		131	40
	T	1,846	510	1,336	524		772		251	88
01.0600	M	313	63	250	68		97		94	18
AG RES	F	50	5	45	7		16		7	3
	T	363	68	295	75		113		101	21
01.0699	M	70	41	29	7		7		3	1
ENVIRON MA	F	51	21	30	1		3		3	1
	T	121	62	59	8		10		6	2
01.0700	M	27		27	10		17		10	
FORESTRY	F	4		4			2			
	T	31		31	10		19		10	
01.9900	M	172	89	83	65		73		4	3
OTHER AG	F	42	32	10	10		24		1	
	T	214	121	93	75		97		5	3

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                  *--TOTAL ENROLLMENT---*   *----TARGET GROUPS----*   *-COOPERATIVE-*   *-JOB TRAINING-*
                                                   LIMITED              ENROLLMENT         PROGRAM
                              BELOW   ABOVE        ENGLISH  DISAD-                      COM-
                     TOTAL    GR 11   GR 10    SHD     PRO. VANTAGE                     PLETERS LEAVERS
01.0000     M  15,079   8,345   6,734   2,538        2   2,966            602         1,273      220
AGRICULTUR  F   5,000   2,554   2,446     495              992            212           450       86
EDUCATION   T  20,079  10,899   9,180   3,033        2   3,958            814         1,723      306
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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.0100	M	61		61	10		12	18	19	3
ADVT SVCS	F	53	1	52			5	20	20	2
	T	114	1	113	10		17	38	39	5
04.0101	M	202	11	191	17		24	17	25	5
RADIO BROA	F	122	9	113	3		20	10	8	1
	T	324	20	304	20		44	27	33	6
04.0102	M	94	6	88	5		12		20	3
TELEVISION	F	66	3	63	4		10		18	3
	T	160	9	151	9		22		38	6
04.0200	M	28	3	25	1		2	28	4	
APPAREL &	F	86	5	81	5		24	86	3	3
	T	114	8	106	6		26	114	7	3
04.0301	M	8		8	8		8			
AUTO PARTS	F	3		3	3		3			
	T	11		11	11		11			
04.0400	M	34	3	31			10	16	5	
FIN & CRED	F	61	4	57	1		19	35	10	1
	T	95	7	88	1		29	51	15	1
04.0600	M	11		11	9		10	3	3	1
FOOD DISTR	F	16		16	10		15	9	9	
	T	27		27	19		25	12	12	1
04.0700	M	9		9	2		3	9	6	
FOOD SVCS	F	14		14	1		7	14	9	2
	T	23		23	3		10	23	15	2
04.0701	M	12	6	6	5		5	12		1
FOOD SVC.M	F	10	4	6	2		2	10		1
	T	22	10	12	7		7	22		2
04.0800	M	2,526	110	2,416	137	4	503	1,730	628	84
GENERAL MD	F	3,171	121	3,050	116	6	665	2,238	918	112
	T	5,697	231	5,466	253	10	1,168	3,968	1,546	196
04.0801	M	334	14	320	19		94	222	78	7
MRKG MNGMT	F	369	10	359	24		94	242	103	15
	T	703	24	679	43		188	464	181	22
04.0900	M	2		2					1	
HDWE BLDG	F	11		11	3				6	
	T	13		13	3				7	

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD- VANTAGE	ENROLLMENT	PROGRAM COM- PLETERS	LEAVERS
04.1500	M	5		5	4		1			
PERSONAL S	F	3	1	2	1		1			
	T	8	1	7	5		2			
04.1501	M	35	6	29			5			1
VOC MUSIC	F	12		12	1		2			
	T	47	6	41	1		7			1
04.1502	M	46	6	40	2		3		7	1
PERFORMING	F	76	3	73	1		5		6	1
	T	122	9	113	3		8		13	2
04.1800	M	17	4	13	10		15	4	3	
REC & TOUR	F	62	4	58	10		32	14	25	2
	T	79	8	71	20		47	18	28	2
04.1900	M	48	19	29	19		14	30	2	4
TRANSPORTA	F	22	7	15	8		6	8		2
	T	70	26	44	27		20	38	2	6
04.0000	M	3,472	188	3,284	248	4	721	2,089	801	110
MARKETING	F	4,157	172	3,985	193	6	910	2,686	1,135	145
EDUCATION	T	7,629	360	7,269	441	10	1,631	4,775	1,936	255

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.9990	M	7,312	7,267	45	932	12	6,667	6,896	1	87
OCC WORK A	F	4,861	4,834	27	355	1	4,455	4,541	1	62
	T	12,173	12,101	72	1,287	13	11,122	11,437	2	149
04.9990	M	7,312	7,267	45	932	12	6,667	6,896	1	87
OWA	F	4,861	4,834	27	355	1	4,455	4,541	1	62
TOTALS	T	12,173	12,101	72	1,287	13	11,122	11,437	2	149

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		TOTAL	BELOW GR 11	ABOVE GR 10	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.0101	M	53	4	49	4		19	3	12	1
DEN ASST	F	591	37	554	40		214	25	156	15
	T	644	41	603	44		233	28	168	16
07.0103	M	35	10	25	4	1	18			4
DENTAL LAB	F	36	2	34	3	1	18			
	T	71	12	59	7	2	36			4
07.0203	M	17		17	2		6		1	
MED LAB AS	F	95		95	3	1	38		6	
	T	112		112	5	1	44		7	
07.0302	M	16	3	13			6		4	
PRACT NURS	F	122	2	120			38		33	
	T	138	5	133			44		37	
07.0303	M	26	2	24	6		12	3	3	3
NURSE ASST	F	296	16	280	65		157	56	88	17
	T	322	18	304	71		169	59	91	20
07.0305	M	15		15			8			1
SURGICAL T	F	53	3	50	1		23			2
	T	68	3	65	1		31			3
07.0603	M	28	4	24	2		10			2
OPTOM ASST	F	23	4	19			8			1
	T	51	8	43	2		18			3
07.0904	M	32	1	31	3		12		8	2
MED ASST	F	311	5	306	22		94		83	13
	T	343	6	337	25		106		91	15
07.0906	M	3		3	2		3		2	
COM HEA AI	F	37	1	36	12		29		15	1
	T	40	1	39	14		32		17	1
07.0912	M	5		5			1			
PHARMACY A	F	36		36		1	5			3
	T	41		41		1	6			3
07.0998	M	109	4	105	14		34	2	3	3
DIVER HLTH	F	1,207	37	1,170	68		336	74	57	29
	T	1,316	41	1,275	82		370	76	60	32
07.4820	M	4		4	1					
PHLEBOTOMY	F	14		14						
	T	18		18	1					

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                                                    LIMITED              ENROLLMENT           PROGRAM
                          BELOW   ABOVE             ENGLISH  DISAD-                      COM-
                  TOTAL   GR 11   GR 10      SND       PRO.  VANTAGE                     PLETERS LEAVERS
07.4830     M         2               2                            1
PRE-NURSIN  F        14              14                            3
            T        16              16                            4

07.4890     M         3               3
CERT HLTH   F        43              43                            2                           1
            T        46              46                            2                           1

07.9960     M        52              52        8          1       19             52           35       2
DIVERSIFIE  F       698       1     697       41                 211            696          433      25
            T       750       1     749       49          1      230            748          468      27

07.0000     M       400      28     372       46          2      149             60           68      18
HEALTH      F     3,576     108   3,468      255          3    1,176            851          872     106
EDUCATION   T     3,976     136   3,840      301          5    1,325            911          940     124
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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0101	M	14,125	10,470	3,655	2,569	22	3,173		112	282
COMP HOMEM	F	24,293	20,001	4,292	2,612	43	5,117		157	331
	T	38,418	30,471	7,947	5,181	65	8,290		269	613
09.0102	M	3,751	1,212	2,539	417	5	742		91	124
CHILD DEVE	F	10,645	4,702	5,943	902	19	1,982		219	206
	T	14,396	5,914	8,482	1,319	24	2,724		310	330
09.0103	M	386	173	213	56	3	124		1	14
CLOTHING &	F	1,545	755	790	128	6	411		12	39
	T	1,931	928	1,003	184	9	535		13	53
09.0104	M	1,434	405	1,029	190	4	339		42	29
CONSUMER E	F	1,786	574	1,212	149	9	378		39	30
	T	3,220	979	2,241	339	13	717		81	59
09.0105	M	301	168	133	27		27		5	5
FAMILY HEA	F	471	258	213	29	2	118		3	14
	T	772	426	346	56	2	145		8	19
09.0106	M	6,060	2,153	3,907	762	15	1,268		161	191
FAMILY REL	F	9,466	3,444	6,022	771	21	1,781		232	235
	T	15,526	5,597	9,929	1,533	36	3,049		393	426
09.0107	M	12,707	4,352	8,355	1,397	33	2,079		262	279
FOODS & NU	F	15,258	5,971	9,287	1,063	52	2,283		246	205
	T	27,965	10,323	17,642	2,460	85	4,362		508	484
09.0108	M	3,207	1,929	1,278	462	5	762		34	61
HOME MNGMT	F	4,485	3,078	1,407	449	4	868		31	60
	T	7,692	5,007	2,685	911	9	1,630		65	121
09.0109	M	362	132	230	30	1	91		8	3
HOUSNG & N	F	960	400	560	91	3	151		24	11
	T	1,322	532	790	121	4	242		32	14
09.0111	M	6,265	3,308	2,957	847	9	1,306		188	169
WORK AND F	F	8,090	4,247	3,843	651	16	1,455		248	158
	T	14,355	7,555	6,800	1,498	25	2,761		436	327
09.0185	M	18,001	18,000	1	2,425	44	4,507			22
MID/JR HOM	F	19,163	19,163		1,406	48	4,512			19
	T	37,164	37,163	1	3,831	92	9,019			41
09.0194	M	268	163	105	38		133		11	17
GRADS	F	3,340	1,912	1,428	397	5	1,504		57	284
	T	3,608	2,075	1,533	435	5	1,637		68	301

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		TOTAL	BELOW OR 11	ABOVE OR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0195	M	3,793	3,792	1	506	2	2,387			7
CONSUM IMP	F	4,448	4,447	1	406	1	2,622			6
	T	8,241	8,239	2	992	3	5,009			13
09.0197	M	53	28	25	9		2			1
F LIF HOUR	F	81	54	27	2		1			1
	T	134	82	52	11		3			2
09.01	M	70,713	46,285	24,428	9,815	143	16,940		915	1,204
WORK &	F	104,031	69,006	35,025	9,056	229	23,183		1,268	1,599
FAM LIF	T	174,744	115,291	59,453	18,871	372	40,123		2,183	2,803
09.0201	M	80	11	69	18		25	12	12	3
CHILD CARE	F	1,989	158	1,831	369	1	770	132	481	97
	T	2,069	169	1,900	387	1	795	144	493	100
09.0202	M	8	4	4	5		5			
FABRIC SVC	F	97	26	71	30	7	55		13	5
	T	105	30	75	35	7	60		13	5
09.0203	M	972	172	800	370		401	24	171	55
FOOD SVC	F	1,021	115	906	458	1	461	46	213	69
	T	1,993	287	1,706	828	1	862	70	384	124
09.0205	M	172	20	152	109		71	8	21	6
COMM & HOM	F	381	48	333	251		190	15	56	18
	T	553	68	485	360		261	23	77	24
09.0298	M	139	5	134	23		25	139	38	10
MULTI-AREA	F	271	4	267	24		57	271	67	16
	T	410	9	401	47		82	410	105	26
09.0296	M	7		7						
MULT GOAL	F	15		15			1			
	T	22		22			1			
09.02	M	1,378	212	1,166	525		527	183	242	74
FCS JOB	F	3,774	351	3,423	1,132	9	1,534	464	830	205
TRAINING	T	5,152	563	4,589	1,657	9	2,061	647	1,072	279
09.0000	M	72,091	46,497	25,594	10,340	143	17,467	183	1,157	1,278
F.C.S.	F	107,805	69,357	38,448	10,188	238	24,717	464	2,098	1,804
EDUCATION	T	179,896	115,854	64,042	20,528	381	42,184	647	3,255	3,082

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		TOTAL	BELOW GR 11	ABOVE GR 10	SED	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0100	M	661	26	635	43		172	14	133	18
ACCOUNT &	F	1,706	63	1,643	68	5	520	22	409	55
	T	2,367	89	2,278	111	5	692	36	542	73
14.0105	M	42	7	35	5		5	9	8	2
BANK TELLE	F	202	19	183	16	3	58	35	74	12
	T	244	26	218	21	3	63	44	82	14
14.0200	M	628	33	595	62	1	154	3	142	21
BUS DP SYS	F	661	41	620	27		201	25	154	22
	T	1,289	74	1,215	89	1	355	28	296	43
14.0300	M	522	99	423	26	1	181	260	132	16
GENERAL OF	F	3,145	172	2,973	139	8	788	1,603	1,074	77
	T	3,667	271	3,396	165	9	969	1,863	1,206	93
14.0301	M	29		29	3		8		9	1
DUPLICATIN	F	50	1	49	3		17		19	2
	T	79	1	78	6		25		28	3
14.0302	M	57	13	44	23		29	3	14	1
CLERICAL S	F	286	35	251	77		150	12	61	14
	T	343	48	295	100		179	15	75	15
14.0303	M	101	3	98	13		34	42	20	1
OFFICE CLE	F	951	56	895	82	7	272	311	144	28
	T	1,052	59	993	95	7	306	353	164	29
14.0304	M									
AGENCY CLE	F	21	3	18	2		1		6	
	T	21	3	18	2		1		6	
14.0399	M	4		4				1		
OFF MACHS	F	38	2	36	2		11	8		
	T	42	2	40	2		11	9		
14.0400	M	27		27			3	6	8	
INFO COMM	F	196	4	192	15		56	33	70	8
	T	223	4	219	15		59	39	78	8
14.0402	M	124	22	102	8		50		9	6
CORRESP CL	F	953	112	841	63	2	430		165	43
	T	1,077	134	943	71	2	480		174	49
14.0406	M	1		1			1		1	
MED REC CL	F	56	1	55	1		18		15	1
	T	57	1	56	1		19		16	1

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD- VANTAGE		COM- PLETERS	LEAVERS
14.0499	M	66	6	60	4		16	1	15	1
ADMIN SUPP	F	471	19	452	25		175	16	142	13
	T	537	25	512	29		191	17	157	14
14.0500	M	101	95	6	34		97		1	
NTRL SUPPO	F	13	6	7	11		2			
	T	114	101	13	45		99		1	
14.0700	M	72		72	12		19	13	19	4
STENO & GE	F	832	24	808	55	2	242	90	247	28
	T	904	24	880	67	2	261	103	266	32
14.0702	M	33	1	32	5		10	4	7	
SEC, CLER	F	780	20	760	32	1	209	59	177	24
	T	813	21	792	37	1	219	63	184	24
14.0799	M	16		16	1		10		2	
MED/LEGAL	F	490	41	449	18		200		106	7
	T	506	41	465	19		210		108	7
14.0800	M	99	3	96	4		20		22	2
SUPVR & AD	F	218	3	215	10	1	49		42	7
	T	317	6	311	14	1	69		64	9
14.0900	M	35	1	34	4		6	17	10	
TYPING & R	F	373	17	356	25		101	95	106	9
	T	408	18	390	29		107	112	116	9
14.4820	M	15		15						
COMP SUPP	F	4		4						
	T	19		19						
14.0000	M	2,633	309	2,324	247	2	815	373	552	73
BUSINESS	F	11,446	639	10,807	671	29	3,500	2,309	3,011	350
EDUCATION	T	14,079	948	13,131	918	31	4,315	2,682	3,563	423

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SND	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0100	M	446	38	408	85		174		123	18
AIR COND &	F	6	1	5			3		1	
	T	452	39	413	85		177		124	18
17.0200	M	101	65	36	16		80		10	7
APPL REPAI	F									
	T	101	65	36	16		80		10	7
17.0301	M	1,948	238	1,710	496	9	838	32	365	140
BODY & FEN	F	63	13	50	9		39	1	7	2
	T	2,011	251	1,760	505	9	877	33	372	142
17.0302	M	3,303	387	2,916	630	5	1,311	17	652	218
MECHANICS	F	147	19	128	13		55		20	15
	T	3,450	406	3,044	643	5	1,366	17	672	233
17.0303	M	231	56	175	115		122		22	19
SPECIALIZA	F	7	2	5	3		3			2
	T	238	58	180	118		125		22	21
17.0400	M	176	69	107	5		88		15	1
AVIATION O	F	46	20	26			27		1	1
	T	222	89	133	5		115		16	2
17.0401	M	76	15	61	5		15		14	1
AIRCRAFT M	F	8		8			1		3	
	T	84	15	69	5		16		17	1
17.0600	M	48	11	37	1		12		11	1
BUS MACH M	F	5	3	2			3		1	
	T	53	14	39	1		15		12	1
17.0700	M	597	47	550	75		158	22	100	21
COMM ART O	F	312	16	296	22		68	6	66	4
	T	909	63	846	97		226	28	166	25
17.0801	M	8	6	2	1					
MARITIME O	F									
	T	8	6	2	1					
17.0802	M	67	23	44	11		20		5	5
MARINE MAI	F	7	3	4			4			
	T	74	26	48	11		24		5	5
17.0900	M	42	1	41	6		14		1	4
COMM PHOTO	F	87		87	5		16		7	6
	T	129	1	128	11		30		8	10

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SHD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1001	M	2,330	183	2,147	479	1	801		617	123
CARPENTRY	F	95	11	84	8		35		14	6
	T	2,425	194	2,231	487	1	836		631	129
17.1002	M	1,106	39	1,067	139		361		276	52
ELECTRICIA	F	39	4	35	2		16		6	
	T	1,145	43	1,102	141		377		282	52
17.1003	M	36	3	33	15		2		16	2
HEAVY EQUI	F									
	T	36	3	33	15		2		16	2
17.1004	M	425	68	357	129	1	209		79	28
MASONRY	F	14	4	10	8		5		1	1
	T	439	72	367	137	1	214		80	29
17.1005	M	25	5	20	14		15		2	4
PAINT & DE	F	15		15	3		14		8	
	T	40	5	35	17		29		10	4
17.1007	M	99	6	93	15		34		9	18
PLMBG & PI	F	1		1						
	T	100	6	94	15		34		9	18
17.1011	M	1,193	298	895	396	2	615		172	58
BLDG MAINT	F	75	26	49	23		44		18	3
	T	1,268	324	944	419	2	659		190	61
17.1012	M	222	29	193	46		69		58	20
INDUST MAI	F	9	1	8			4		3	1
	T	231	30	201	46		73		61	21
17.1016	M	16	6	10	6		7			3
MOBILE HM	F									
	T	16	6	10	6		7			3
17.1100	M	152	36	116	140		81		34	13
CUSTODIAL	F	19	5	14	17		7		2	1
	T	171	41	130	157		88		36	14
17.1200	M	416	37	379	124		137		102	31
DIESEL MEC	F	15	2	13	1		9		3	1
	T	431	39	392	125		146		105	32
17.1300	M	1,439	64	1,375	122	2	449	17	393	41
DRAFTING O	F	275	6	269	15		90	6	77	6
	T	1,714	70	1,644	137	2	539	23	470	47

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SND	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1402	M	35	2	33	9		22		16	1
POWER TRAN	F									
	T	35	2	33	9		22		16	1
17.1503	M	2,033	106	1,927	204	2	644	30	473	67
ELECTRONIC	F	148	7	141	10		42	16	28	7
	T	2,181	113	2,068	214	2	686	46	501	74
17.1504	M	15	2	13	6		6			1
TELE-COMM	F									
	T	15	2	13	6		6			1
17.1801	M	130		130	5		15		13	
ENGINEER T	F	9		9						
	T	139		139	5		15		13	
17.1802	M	49	1	48	3		1		13	1
MFG ENGNR	F	4		4					3	
	T	53	1	52	3		1		16	1
17.1900	M	852	91	761	170	3	377	21	159	42
GRAPHIC OC	F	641	43	598	77		249	12	173	34
	T	1,493	134	1,359	247	3	626	33	332	76
17.2004	M	17		17	2		3		8	
IND LAB AS	F	1		1						
	T	18		18	2		3		8	
17.2302	M	1,804	130	1,674	269		538	23	457	62
MACH SHOP	F	70	5	65	7		32	2	10	2
	T	1,874	135	1,739	276		570	25	467	64
17.2304	M	33		33	6		2			1
METAL FAB	F	2		2	2					
	T	35		35	8		2			1
17.2305	M	38	11	27	2		16		2	4
SHEET META	F	5	5				2			
	T	43	16	27	2		18		2	4
17.2306	M	1,838	338	1,500	461	2	843		369	119
WELDING &	F	78	13	65	6		47		14	5
	T	1,916	351	1,565	467	2	890		383	124
17.2602	M	66	3	63	13		25		12	4
COSMETOLOG	F	3,254	144	3,110	233	4	1,241		787	121
	T	3,320	147	3,173	246	4	1,266		799	125

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.2700	M	24	5	19			11		6	1
PLASTICS O	F									
	T	24	5	19			11		6	1
17.2801	M	59	6	53	11		8		22	2
BASIC FIRE	F	7		7			1		3	1
	T	66	6	60	11		9		25	3
17.2802	M	629	14	615	85		163		176	22
BASIC LAW	F	303	13	290	22		111		89	13
	T	932	27	905	107		274		265	35
17.3100	M	146	26	120	50	1	38		13	2
SMALL ENG	F	3		3						
	T	149	26	123	50	1	38		13	2
17.3601	M	73	6	67	17		31		16	2
MILLWRK &	F	6	1	5	1					
	T	79	7	72	18		31		16	2
17.9960	M	518	3	515	57		160	518	238	35
DIV COOP T	F	307		307	14	1	95	307	140	13
	T	825	3	822	71	1	255	825	378	48
17.9996	M	206	72	134	198		89		9	2
ADJUSTMENT	F	95	29	66	94		38		4	
	T	301	101	200	292		127		13	2
17.9998	M	147	92	55	32		91		6	20
OCC LAB	F	46	26	20	7		31		3	7
	T	193	118	75	39		122		9	27
17.9999	M	8,490	3,102	5,388	905	10	7,328	8,287	1,016	1,011
OCC WORK E	F	5,037	1,478	3,559	298	7	4,352	4,900	696	567
	T	13,527	4,580	8,947	1,203	17	11,680	13,187	1,712	1,578
17.0000	M	31,704	5,740	25,964	5,576	38	16,023	8,967	6,100	2,227
T & I	F	11,261	1,900	9,361	900	12	6,684	5,250	2,100	819
EDUCATION	T	42,965	7,640	35,325	6,476	50	22,707	14,217	8,200	3,046

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SMD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
30.5003	M	8,622	6,827	1,795						
VOC EVAL U	F	5,706	4,255	1,451						
EDUCATION	T	14,328	11,082	3,246						
30.5004	M	1,103	296	807						
GRADS PROG	F	6,991	2,199	4,792						
EDUCATION	T	8,094	2,495	5,599						
30.5005	M	392	263	129						
TECH PREP	F	342	246	96						
EDUCATION	T	734	509	225						
30.0000	M	10,117	7,386	2,731						
PROGRAM	F	13,039	6,700	6,339						
TOTALS	T	23,156	14,086	9,070						

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
99.0361	M	2,334	85	2,249	499		676		1,222	137
ENTREPRE	F	1,365	12	1,353	141	2	461		829	80
	T	3,699	97	3,602	640	2	1,137		2,051	217
99.0362	M	8,306	1,189	7,117	1,638	2	3,383		1,305	446
EMPLOY SKI	F	5,579	804	4,775	568	1	2,321		881	238
	T	13,885	1,993	11,892	2,206	3	5,704		2,186	684
99.0371	M	684	164	520	633		297	684	101	22
VOC COORD	F	407	67	340	374		180	407	75	10
	T	1,091	231	860	1,007		477	1,091	176	32
99.0000	M	11,324	1,438	9,886	2,770	2	4,356	684	2,628	605
SPECIAL	F	7,351	883	6,468	1,083	3	2,962	407	1,785	328
PROGRAMS	T	18,675	2,321	16,354	3,853	5	7,318	1,091	4,413	933

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW OR 11	ABOVE OR 10	HND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
STATE	M	154,132	77,198	76,934	22,697	205	49,164	19,854	12,580	4,618
TOTAL	F	168,496	87,147	81,349	14,140	292	45,396	16,720	11,540	3,700
	T	322,628	164,345	158,283	36,837	497	94,560	36,574	24,120	8,318

Appendix B

COMPOSITE CLOSING POSTSECONDARY ADULT CLOSING ENROLLMENTS FOR ALL FUNDED AND NON-FUNDED FULL-TIME AND PART-TIME PROGRAMS OPERATED DURING FY95

This report is compiled from closing Vocational Education Data Systems (VEDS) information submitted on VE-22 closing reports.

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SUMMARY REPORT

			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
		TOTAL ENROLL-MENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	JOB TRAINING COM-PLETERS	JOB TRAINING LEAVERS
AGRICULTUR EDUCATION	M	5893					1547	4346		95	20	136					909	103
	F	4098					1069	3029		36	2	82					612	44
	T	9991					2616	7375		131	22	218					1521	147
MARKETING EDUCATION	M	5197					2471	2726		134	5	76		2			140	17
	F	5413					2508	2905		104	3	203		11			165	8
	T	10610					4979	5631		238	8	279		13			305	25
HEALTH EDUCATION	M	17301					470	16831		36	2	266		10			256	99
	F	21330					4637	16693		94	32	2514		146			2880	639
	T	38631					5107	33524		130	34	2780		156			3136	738
FCS JOB TRAINING	M	1975					1549	426		105	13	336		3			70	59
	F	12332					6002	6330		167	37	1792		29			116	44
	T	14307					7551	6756		272	50	2128		32			186	103
WORK & FAM LIF	M	3044					1385	1659		113	62	821						
	F	9230					6481	2749		519	281	2134						
	T	12274					7866	4408		632	343	2955						
F.C.S. EDUCATION	M	5019					2934	2085		218	75	1157		3			70	59
	F	21562					12483	9079		686	318	3926		29			116	44
	T	26581					15417	11164		904	393	5083		32			186	103
BUSINESS EDUCATION	M	18122					4377	13745		75	14	360		8			267	98
	F	38408					11073	27335		202	23	2544		151			1601	608
	T	56530					15450	41080		277	37	2904		159			1868	706
T & I EDUCATION	M	67905					22760	39607	5538	123	22	3188		72			2420	938
	F	8700					3886	4477	337	31	7	717		10			240	170
	T	76605					26646	44084	5875	154	29	3905		82			2660	1108
TRANSITION PROGRAMS	M	1850					1820	38		79		984						
	F	4760					4721	39		133	1	2793						
	T	6610					6541	77		212	1	3777						
STATE TOTAL	M	121295					36379	79378	5538	760	138	6167		95			4062	1314
	F	104271					40377	63557	337	1286	386	12779		347			5622	1513
	T	225566					76756	142935	5875	2046	524	18946		442			9684	2827

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
		TOTAL ENROLL-MENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	JOB TRAINING COM-PLETERS	JOB TRAINING LEAVERS
01.0100	M	122						122										
AG PRODUCT	F	8						8										
	T	130						130										
01.0101	M	104					8	96										2
AN P&C-SM	F	387					33	354				4					4	11
	T	491					41	450				4					4	13
01.0104	M	3678					1309	2369		59	20	52					834	88
FARM BUS M	F	1435					883	552		1	2	37					523	32
	T	5113					2192	2921		60	22	89					1357	120
01.0131	M	41						41										
AN P&C-EQU	F	114						114										
	T	155						155										
01.0300	M	159						159										
AG IND EQU	F	12						12										
	T	171						171										
01.0500	M	492					119	373		16		84					63	13
HORTICULTU	F	1798					103	1695		15		41					84	1
	T	2290					222	2068		31		125					147	14
01.0600	M	96					12	84									12	
AG MRS	F	25					1	24									1	
	T	121					13	108									13	
01.0699	M	884					99	785										
ENVIRON MA	F	152					49	103										
	T	1036					148	888										
01.9900	M	317						317		20								
OTHER AG	F	167						167		20								
	T	484						484		40								
01.00	M	5893					1547	4346		95	20	136					909	103
AGRICULTUR	F	4098					1069	3029		36	2	82					612	44
EDUCATION	T	9991					2616	7375		131	22	218					1521	147

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE		POST SEC.		ADULT				LIMITED				PRIV. SCHOOL		JOB TRAINING	
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SND	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
04.0100	M	4						4										
ADVT SVCS	F	6						6										
	T	10						10										
04.0400	M	33						33										
FIN & CRED	F	43						43										
	T	76						76										
04.0800	M	838					20	818				9		2			3	
GENERAL MD	F	1206					32	1174				3		11			19	
	T	2044					52	1992				12		13			22	
04.0801	M	1194					769	425		119	5	24					124	11
MRKG MNGMT	F	1300					809	491		90	2	25					144	5
	T	2494					1578	916		209	7	49					268	16
04.0803	M	2804					1621	1183		4		13					13	6
SPV ADMN O	F	2250					1431	819		3		12					2	3
	T	5054					3052	2002		7		25					15	9
04.0808	M	5						5										
GEN MKT OP	F	9						9										
	T	14						14										
04.0819	M	32						32										
DISTRIBUTI	F	14						14										
	T	46						46										
04.1100	M	3						3										
HOTEL & LO	F	15						15										
	T	18						18										
04.1118	M	7						7										
TRAVEL & T	F	47						47										
	T	54						54										
04.1500	M	12						12										
PERSONAL S	F	17						17										
	T	29						29										
04.1700	M	182						182										
REAL ESTAT	F	265						265										
	T	447						447										
04.8000	M	22						22										
	F	5						5										
	T	27						27										

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                     *-----------------PROGRAM LEVEL------------------**---TARGET GROUPS---** COOPERATIVE**-NON PROFIT-**--PROGRAM---*
               TOTAL *----CHILD CARE-----**-POST SEC.--**---ADULT----*        LIMITED                             PRIV. SCHOOL  JOB TRAINING
              ENROLL- BELOW  ABOVE          ASSOC.  FULL    PART              ENGLISH DISAD-              POST-   ENROLLMENT  CON-    LEAVERS
               MENT  GR 11  GR 10   TOTAL DEGREE    TIME    TIME APPREN.  SMD    PRO. VANTAGE  SEC.     SEC.   TOTAL (COOP) PLETERS

04.9933    M     61                                   61                   11              30
VENT BUSI  F    236                                  236                   11       1     163
           T    297                                  297                   22       1     193

04.00      M   5197                                 2471    2726          134       5      76                2                   140       17
MARKETING  F   5413                                 2508    2905          104       3     203               11                   165        8
EDUCATION  T  10610                                 4979    5631          238       8     279               13                   305       25
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			PROGRAM LEVEL								TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
		TOTAL	CHILD CARE		POST SEC.		ADULT					LIMITED				PRIV. SCHOOL		JOB TRAINING	
		ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	HND	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
07.0101	M	2						2										
DEN ASST	F	220					67	153		1		31					52	15
	T	222					67	155		1		31					52	15
07.0200	M	9						9										
MED LAB TE	F	102						102										
	T	111						111										
07.0203	M	14					8	6				3					5	3
MED LAB AS	F	164					27	137				21					32	5
	T	178					35	143				24					37	8
07.0301	M	15						15										
NURSE	F	202						202										
	T	217						217										
07.0302	M	393					335	58		13	1	144					158	72
PRACT NURS	F	3735					3000	735		53	19	1391					1635	381
	T	4128					3335	793		66	20	1535					1793	453
07.0303	M	173					39	134				17					35	4
NURSE ASST	F	1625					433	1192				236					349	75
	T	1798					472	1326				253					384	79
07.0305	M	48					13	35				1					6	5
SURGICAL T	F	63					36	27				8					20	7
	T	111					49	62				9					26	12
07.0307	M	20					5	15				3					5	
HOME HEA A	F	316					35	281		5		33					28	7
	T	336					40	296		5		36					33	7
07.0399	M	75					31	44		3	1	21		10			23	1
ADLT NURSE	F	977					520	457		12		359		146			406	47
	T	1052					551	501		15	1	380		156			429	48
07.0402	M	4						4				2						
PHYS THERA	F	15						15		1		11						
	T	19						19		1		13						
07.0501	M	44						44										
RADIOLOGIC	F	60						60										
	T	104						104										
07.0603	M	117						117		1		1						
OPTOM ASST	F	222						222				1						
	T	339						339		1		2						

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE		POST SEC.		ADULT			TARGET GROUPS	LIMITED		COOPERATIVE		NON PROFIT PRIV. SCHOOL ENROLLMENT		PROGRAM JOB TRAINING	
			BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SWD	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	TOTAL	(COOP)	COM-PLETERS	LEAVERS
07.0703	M	3					3					3					3	
SANITARIAN	F	14					14					10					13	1
	T	17					17					13					16	1
07.0801	M	7						7										
MENTAL HEA	F	83						83										
	T	90						90										
07.0902	M	2						2										
ELCT/CARD	F	19						19										
	T	21						21										
07.0903	M	16					16					11					13	3
RESPIR THE	F	21					21					18					19	2
	T	37					37					29					32	5
07.0904	M	19					12	7		2		8					5	7
MED ASST	F	562					295	267		6	1	182					227	54
	T	581					307	274		8	1	190					232	61
07.0906	M	36						36										
COM HEA AI	F	66						66										
	T	102						102										
07.0907	M	3115						3115		2		17						
BASIC EMT	F	1753						1753				19						
	T	4868						4868		2		36						
07.0911	M	7						7				1						
MED REC TE	F	179					14	165		3		24					12	
	T	186					14	172		3		25					12	
07.0913	M	2					2											2
WARD CLERK	F	35					10	25				2					8	2
	T	37					12	25				2					8	4
07.0917	M	6407						6407		9		22						
REFRESHER	F	1827						1827		5		26						
	T	8234						8234		14		48						
07.0927	M	2358						2358		1		2						
ADVANCED E	F	1910						1910				1						
	T	4268						4268		1		3						
07.0937	M	18						18										
INSTRUCTOR	F	6						6										
	T	24						24										

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE: BELOW GR 11	ABOVE GR 10	POST SEC.: TOTAL	ASSOC. DEGREE	ADULT: FULL TIME	PART TIME	APPREN.	TARGET GROUPS: SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	COOPERATIVE: SEC.	POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT: TOTAL	(COOP)	PROGRAM JOB TRAINING: COM-PLETERS	LEAVERS
07.0947	M	118						118										
ADVANCED E	F	73						73				1						
	T	191						191				1						
07.0957	M	32						32										
ADVANCED E	F	31						31										
	T	63						63										
07.0967	M	20						20										
ADVANCED E	F	8						8										
	T	28						28										
07.0977	M	129						129				1						
ADV EMT -	F	74						74		2		2						
	T	203						203		2		3						
07.0987	M	97						97		3		3						
EMT PARAME	F	38						38				5						
	T	135						135		3		8						
07.0997	M	3760						3760										
OTHER EMT	F	4130						4130										
	T	7890						7890										
07.0998	M	6					6					5					3	2
DIVER HLTH	F	181					165	16		1	12	116					89	43
	T	187					171	16		1	12	121					92	45
07.1700	M	235						235		2		1						
HLTH SUPV	F	2619						2619		5		17						
	T	2854						2854		7		18						
07.00	M	17301					470	16831		36	2	266		10			256	99
HEALTH	F	21330					4637	16693		94	32	2514		146			2880	639
EDUCATION	T	38631					5107	33524		130	34	2780		156			3136	738

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE			POST SEC.	ADULT				LIMITED				PRIV. SCHOOL		JOB TRAINING	
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SWD	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
09.0101	M	15						15										
COMP HOMEM	F	63						63										
	T	78						78										
09.0102	M	247						247										
CHILD DEVE	F	499						499										
	T	746						746										
09.0103	M	10						10										
CLOTHING &	F	115						115										
	T	125						125										
09.0104	M	289						289		3								
CONSUMER E	F	386						386										
	T	675						675		3								
09.0105	M	25						25										
FAMILY HEA	F	124						124		1		2						
	T	149						149		1		2						
09.0106	M	15						15										
FAMILY REL	F	106						106										
	T	121						121										
09.0107	M	50						50										
FOODS & NU	F	233						233										
	T	283						283										
09.0109	M	81						81										
HOUSING & H	F	382						382										
	T	463						463										
09.0111	M	49						49										
WORK AND F	F	106						106										
	T	155						155										
09.0198	M	878						878		47	1	469						
F LIF PRES	F	735						735		39	4	431						
	T	1613						1613		86	5	900						
09.0199	M	1385					1385			63	61	352						
F LIF ADUL	F	6481					6481			479	277	1701						
	T	7866					7866			542	338	2053						
09.01	M	3044					1385	1659		113	62	821						
WORK &	F	9230					6481	2749		519	281	2134						
FAM LIF	T	12274					7866	4408		632	343	2955						

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                   *----------------PROGRAM LEVEL--------------**---TARGET GROUPS---** COOPERATIVE**-NON PROFIT-**--PROGRAM---*
             TOTAL *----CHILD CARE-----**-POST SEC.--**---ADULT----*   LIMITED                     PRIV. SCHOOL JOB TRAINING
             ENROLL- BELOW  ABOVE       ASSOC.  FULL   PART             ENGLISH DISAD-        POST-  ENROLLMENT  CON-  LEAVERS
               MENT  GR 11  GR 10 TOTAL DEGREE  TIME   TIME APPREN.  SND   PRO. VANTAGE SEC.   SEC.  TOTAL (COOP) PLETERS

09.0201    M    343                               1    342            1            3                                1
CHILD CARE F   5835                             117   5718           20      8   169           13                  66     28
           T   6178                             118   6060           21      8   172           13                  67     28

09.0202    M     42                              38      4            1           38                               10     13
FABRIC SVC F     83                              11     72                         8                                4      3
           T    125                              49     76            1           46                               14     16

09.0203    M    246                             202     44           79          175            3                  57     44
FOOD SVC   F    239                              44    195            8           17           16                  28      8
           T    485                             246    239           87          192           19                  85     52

09.0204    M     19                                     19
HOME FURN  F     90                                     90
           T    109                                    109

09.0205    M      6                               4      2            1            4                                2      2
COMM & HOM F    108                              40     68            2           39                               18      5
           T    114                              44     70            3           43                               20      7

09.0223    M      2                                      2
BAKER      F     97                                     97
           T     99                                     99

09.0295    M   1221                            1221                  20     13    57
WORK AND F F   3934                            3934                  34     26   472
           T   5155                            5155                  54     39   529

09.0296    M      6                               6
MULT GOAL  F    309                             309                   3      1    54
           T    315                             315                   3      1    54

09.0297    M     13                                     13
SM BUS MGT F     90                                     90
           T    103                                    103

09.0299    M     77                              77                   3           59
DISPLACED  F   1547                            1547                 100      2  1033
           T   1624                            1624                 103      2  1092

09.02      M   1975                            1549    426          105     13   336            3                  70     59
  FCS JOB  F  12332                            6002   6330          167     37  1792           29                 116     44
  TRAINING T  14307                            7551   6756          272     50  2128           32                 186    103

09.00      M   5019                            2934   2085          218     75  1157            3                  70     59
F.C.S.     F  21562                           12483   9079          686    318  3926           29                 116     44
EDUCATION  T  26581                           15417  11164          904    393  5083           32                 186    103
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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
		TOTAL ENROLL-MENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	JOB TRAINING COM-PLETERS	LEAVERS
14.0100	M	763					48	715		5	1	35		6			13	24
ACCOUNT &	F	2086					307	1779		19	2	256		33			123	75
	T	2849					355	2494		24	3	291		39			136	99
14.0200	M	2348					52	2296		10	2	58					16	13
BUS DP SYS	F	4621					83	4538		25	1	83		13			57	16
	T	6969					135	6834		35	3	141		13			73	29
14.0201	M	6						6										
COMPUTER O	F	5						5										
	T	11						11										
14.0300	M	865					153	712		8	1	148		2			51	42
GENERAL OF	F	3939					1598	2341		49	6	1204		105			715	321
	T	4804					1751	3053		57	7	1352		107			766	363
14.0301	M	18						18				1						
DUPLICATIN	F	45						45				5						
	T	63						63				6						
14.0303	M																	
OFFICE CLE	F	8						8										
	T	8						8										
14.0310	M	8625					76	8549		30	7	72					54	12
INFO PROCE	F	16730					475	16255		47	12	555					222	110
	T	25355					551	24804		77	19	627					276	122
14.0320	M	12					5	7		1		2						3
MED ADMIN	F	504					187	317		4		147					125	36
	T	516					192	324		5		149					125	39
14.0330	M	4					4					2						3
LEGAL ADM	F	49					49			4		33					28	9
	T	53					53			4		35					28	12
14.0400	M	446					132	314		4		17					131	1
INFO COMM	F	1196					259	937		3		63					232	10
	T	1642					391	1251		7		80					363	11
14.0402	M																	
CORRESP CL	F	26					18	8				15					13	5
	T	26					18	8				15					13	5
14.0406	M	1					1					1					1	
MED REC CL	F	32					24	8				29					14	10
	T	33					25	8				30					15	10

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	TARGET GROUPS: SMD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	COOPERATIVE: SEC.	POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	PROGRAM JOB TRAINING: CON-PLETERS	LEAVERS
14.0700	M	9					1	8		1		1					1	
STENO & SE	F	73					26	47		5		23					20	2
	T	82					27	55		6		24					21	2
14.0702	M																	
SEC, CLRK	F	13					13										13	
	T	13					13										13	
14.0799	M																	
MED/LEGAL	F	39					24	15				21					14	8
	T	39					24	15				21					14	8
14.0800	M	1061						1061										
SUPVR & AD	F	847					31	816				26					25	6
	T	1908					31	1877				26					25	6
14.0900	M	3						3										
TYPING & R	F	30						30										
	T	33						33										
14.9900	M	3961					3905	56		16	3	23						
MISC OFF	F	8165					7979	186		46	2	84						
	T	12126					11884	242		62	5	107						
14.00	M	18122					4377	13745		75	14	360		8			267	98
BUSINESS	F	38408					11073	27335		202	23	2544		151			1601	608
EDUCATION	T	56530					15450	41080		277	37	2904		159			1868	706

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE BELOW GR 11	ABOVE GR 10	TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	PART TIME	APPREN.	TARGET GROUPS SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	COOPERATIVE SEC.	POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	PROGRAM JOB TRAINING COM-PLETERS	LEAVERS
17.0100	M	1927					328	1548	51	0	4	134				176	35
AIR COND &	F	26					5	16	5			3				2	2
	T	1953					333	1564	56	0	4	137				178	37
17.0101	M	12					12					1				3	0
COOLING	F																
	T	12					12					1				3	0
17.0102	M	132						132		1		1					
HEATING	F	5						5									
	T	137						137		1		1					
17.0103	M	49						49									
VENTILATIN	F																
	T	49						49									
17.0200	M	8						8									
APPL REPAI	F	2						2									
	T	10						10									
17.0301	M	298					31	267		2		10				15	12
BODY & FEN	F	8						8									
	T	306					31	275		2		10				15	13
17.0302	M	1672					524	1148		5	3	366		51		212	130
MECHANICS	F	106					50	56				40				24	21
	T	1778					574	1204		5	3	406		51		236	151
17.0303	M	10					10					1				4	2
SPECIALIZA	F	3					3									1	2
	T	13					13					1				5	4
17.0304	M	662					662										
AUTO TECH	F	9					9										
	T	671					671										
17.0401	M	105					105					24				57	5
AIRCRAFT M	F	10					10					6				2	1
	T	115					115					30				59	6
17.0402	M	4						4									
AIRCRAFT O	F	3						3									
	T	7						7									
17.0403	M	6						6									
GROUND OPE	F	4						4									
	T	10						10									

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
		TOTAL ENROLL- MENT	CHILD CARE BELOW GR 11	ABOVE GR 10	TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	PART TIME	APPREN.	SND	LIMITED ENGLISH PRO.	DISAD- VANTAGE	SEC.	POST- SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	JOB TRAINING COM- PLETERS	LEAVERS
17.0600	M	73					24	49				24					3	8
BUS MACH M	F	33					11	22				11					3	7
	T	106					35	71				35					6	15
17.0700	M	154					15	139		4		15					9	4
COMM ART O	F	78						78										
	T	232					15	217		4		15					9	4
17.0802	M	67					11	56				6					9	2
MARINE MAI	F	5					1	4									1	
	T	72					12	60				6					10	2
17.0900	M	37						37				4						
COMM PHOTO	F	72						72										
	T	109						109				4						
17.1001	M	2102					318	406	1378	2		231		7			109	74
CARPENTRY	F	216					13	79	124			9		4			10	1
	T	2318					331	485	1502	2		240		11			119	75
17.1002	M	4375					303	2790	1282	1		171					100	37
ELECTRICIA	F	270					8	187	75			12					4	2
	T	4645					311	2977	1357	1		183					104	39
17.1003	M	334						324	10			1						
HEAVY EQUI	F	93						92	1			1						
	T	427						416	11			2						
17.1004	M	410					150	106	146	1		148					52	27
MASONRY	F	16						10	6									
	T	426					150	116	152	1		148					52	27
17.1005	M	164						131	33									
PAINT & DE	F	102						99	3									
	T	266						230	36									
17.1006	M	37						37										
PLAST & DR	F																	
	T	37						37										
17.1007	M	1365						803	562									
PLMBG & PI	F	65						18	47									
	T	1430						821	609									
17.1009	M	6						6										
GLAZING	F	11						11										
	T	17						17										

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE: BELOW GR 11	ABOVE GR 10	POST SEC.: TOTAL	ASSOC. DEGREE	ADULT: FULL TIME	PART TIME	APPREN.	TARGET GROUPS: SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	COOPERATIVE: SEC.	POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT: TOTAL	(COOP)	PROGRAM JOB TRAINING: COM-PLETERS	LEAVERS
17.1010	M	78						67	11									
ROOFING	F	2						1	1									
	T	80						68	12									
17.1011	M	723					671	52		4		444					213	135
BLDG MAINT	F	102					65	37				54					25	13
	T	825					736	89		4		498					238	148
17.1012	M	1612					200	1282	130	3		92		8			129	41
INDUST MAI	F	127					17	110				23		2			10	6
	T	1739					217	1392	130	3		115		10			139	47
17.1014	M	144						28	116									
ASBESTOS W	F	6						1	5									
	T	150						29	121									
17.1200	M	8						8										
DIESEL MEC	F	4						4										
	T	12						12										
17.1300	M	1291					43	1240	8	3	8	78					16	4
DRAFTING O	F	192					4	188				16					2	2
	T	1483					47	1428	8	3	8	94					18	6
17.1402	M	56						56										
POWER TRAN	F																	
	T	56						56										
17.1403	M	6						6										
MOTOR REPA	F	2						2										
	T	8						8										
17.1503	M	1535					156	1209	170	3		138					67	41
ELECTRONIC	F	137					10	116	11			9					2	8
	T	1672					166	1325	181	3		147					69	49
17.1504	M	14						14										
TELE-COMM	F	15						15										
	T	29						29										
17.1700	M	2050						2050										
SUPV MGMT	F	814						814										
	T	2864						2864										
17.1701	M	17181					17181			1		103						
DIV INDUST	F	2913					2913					44						
	T	20094					20094			1		147						

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE		POST SEC.		ADULT				LIMITED				PRIV. SCHOOL		JOB TRAINING	
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	HND	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
17.1900	M	80					63	17				63					26	25
GRAPHIC OC	F	34						34										
	T	114					63	51				63					26	25
17.2000	M	7						7				3						
CHEM LAB	F	1						1										
	T	8						8				3						
17.2004	M	5					5			5		1					1	3
IND LAB AS	F	9					9			9		1					3	5
	T	14					14			14		2					4	8
17.2100	M	10						10										
INSTR MAIN	F	2						2										
	T	12						12										
17.2301	M	68						10	58									
FOUNDRY	F	1						1										
	T	69						11	58									
17.2302	M	3971					435	3074	462	11	7	211					169	75
MACH SHOP	F	458					112	331	15	1	5	73					40	29
	T	4429					547	3405	477	12	12	284					209	104
17.2303	M	108					19	89		2		6					9	10
MACH TOOL	F	7					3	4				3					1	1
	T	115					22	93		2		9					10	11
17.2304	M	102						45	57			10						
METAL FAB	F	7						5	2									
	T	109						50	59			10						
17.2305	M	951					15	641	295								15	
SHEET META	F	33					1	18	14								1	
	T	984					16	659	309								16	
17.2306	M	2620					404	2159	57	9		190					238	112
WELDING &	F	109					26	80	3	2		24					11	13
	T	2729					430	2239	60	11		214					249	125
17.2307	M	1070						547	523	3		2						
TOOL & DIE	F	17						5	12									
	T	1087						552	535	3		2						
17.2310	M	441						287	154									
IRON WORKE	F	24						12	12									
	T	465						299	166									

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			PROGRAM LEVEL								TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE		POST SEC.		ADULT												
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	(COOP)	JOB TRAINING COM-PLETERS	LEAVERS
17.2600	M	58						50	8									
METALLURGY	F	2						2										
	T	60						52	8									
17.2510	M	7						7										
CERAMIC MA	F	1						1										
	T	8						8										
17.2601	M	40					40					20					14	2
BARBERING	F																	
	T	40					40					20					14	2
17.2602	M	15					15					9					6	
COSMETOLOG	F	164					162	2				102					38	49
	T	179					177	2				111					44	49
17.2700	M	184						184										
PLASTICS O	F	86						86										
	T	270						270										
17.2801	M	645						645										
BASIC FIRE	F	36						36										
	T	681						681										
17.2802	M	755					259	496				15					221	15
BASIC LAW	F	127					39	88				3					30	3
	T	882					298	584				18					251	18
17.2804	M	44						44										
SCH BUS DR	F	22						22										
	T	66						66										
17.2805	M	301						301										
BAS FIRE S	F	13						13										
	T	314						314										
17.2806	M	2227						2227		27		36						
BASIC VOLU	F	299						299		1		1						
	T	2526						2526		28		37						
17.2807	M	779						779		1								
FIRE FIGHT	F	59						59										
	T	838						838		1								
17.2809	M	161						161										
FIREFIGHTE	F	6						6										
	T	167						167										

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT PRIV. SCHOOL		PROGRAM JOB TRAINING	
		TOTAL ENROLL-MENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
17.2011	M	1310						1310										
REF FIREFI	F	52						52										
	T	1362						1362										
17.2014	M	800					524	276		11		404					427	97
TRUCK DRIV	F	68					35	33				19					32	3
	T	868					559	309		11		423					459	100
17.2016	M	1605						1605		7		1						
REF VOL FF	F	85						85										
	T	1690						1690		7		1						
17.2026	M	2919						2919										
ADV VOL FF	F	251						251										
	T	3170						3170										
17.2031	M	24						24										
INSTR FF	F	1						1				1						
	T	25						25				1						
17.2036	M	63						63										
INST VOL F	F	6						6										
	T	69						69										
17.2091	M	658						658		1								
OTHER FF	F	30						30										
	T	688						688		1								
17.2092	M	738						738										
OTHER LAW	F	103						103										
	T	841						841										
17.2095	M	9						9										
OTH FIRE S	F	1						1										
	T	10						10										
17.2096	M	4051						4051										
OTHER VOL	F	527						527										
	T	4578						4578										
17.2903	M	38					38					38					17	6
MEAT CUTTE	F																	
	T	38					38					38					17	6
17.3000	M	209						198	11									
REFRIGERAT	F	2						2										
	T	211						200	11									

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE		POST SEC.		ADULT				LIMITED				PRIV. SCHOOL		JOB TRAINING	
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SWD	ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	COM-PLETERS	LEAVERS
17.3100	M	335					79	256				79					47	14
SMALL ENG	F	13						13										
	T	348					79	269				79					47	14
17.3201	M	318						318				6						
EL PWR & G	F	18						18										
	T	336						336				6						
17.3202	M	591						591										
PUMPING PL	F	50						50										
	T	641						641										
17.3203	M	507						507										
HYDRAULIC	F	14						14										
	T	521						521										
17.3400	M	33					33					33					5	11
LEATHERWOR	F																	
	T	33					33					33					5	11
17.3500	M	47					28	19				28					11	2
UPHOLSTERI	F	54						54										
	T	101					28	73				28					11	2
17.3601	M	156						156										
MILLWRK &	F	27						27				3						
	T	183						183				3						
17.3602	M	4						4										
WOOD PATTE	F	1						1										
	T	5						5										
17.9901	M	106					23	67	16			9					23	
OTHER T &	F	50					1	48	1			1					1	
	T	156					24	115	17			10					24	
17.9911	M																	
CRIMN WORK	F	372					372			12	2	254						
	T	372					372			12	2	254						
17.9960	M	28					28			8		24		6			17	1
DIV COOP T	F	7					7			6		4		4			5	2
	T	35					35			14		28		10			22	3
17.00	M	67905					22760	39607	5538	123	22	3188		72			2420	938
T & I	F	8700					3886	4477	337	31	7	717		10			248	170
EDUCATION	T	76605					26646	44084	5875	154	29	3905		82			2668	1108

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			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE		NON PROFIT		PROGRAM	
			CHILD CARE		POST SEC.		ADULT								PRIV. SCHOOL		JOB TRAINING	
		TOTAL ENROLL-MENT	BELOW GR 11	ABOVE GR 10	TOTAL	ASSOC. DEGREE	FULL TIME	PART TIME	APPREN.	SHD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	SEC.	POST-SEC.	ENROLLMENT TOTAL	(COOP)	CON-PLETERS	LEAVERS
99.0313	M	1850					1820	30		79		984						
TRANSITION	F	4760					4721	39		133	1	2793						
	T	6618					6541	77		212	1	3777						
99.00	M	1850					1820	30		79		984						
TRANSITION	F	4760					4721	39		133	1	2793						
EDUCATION	T	6618					6541	77		212	1	3777						

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		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE: BELOW GR 11	PROGRAM LEVEL: CHILD CARE: ABOVE GR 10	PROGRAM LEVEL: POST SEC.: TOTAL	PROGRAM LEVEL: POST SEC.: ASSOC. DEGREE	PROGRAM LEVEL: ADULT: FULL TIME	PROGRAM LEVEL: ADULT: PART TIME	PROGRAM LEVEL: ADULT: APPREN.	TARGET GROUPS: HND	TARGET GROUPS: LIMITED ENGLISH PRO.	TARGET GROUPS: DISAD-VANTAGE	COOPERATIVE: SEC.	COOPERATIVE: POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT: TOTAL	NON PROFIT PRIV. SCHOOL ENROLLMENT: (COOP)	PROGRAM JOB TRAINING: COM-PLETERS	PROGRAM JOB TRAINING: LEAVERS
STATE TOTAL	M	121295					36379	79378	5538	760	138	6167		95			4062	1314
	F	104271					40377	63557	337	1286	386	12779		347			5622	1513
	T	225566					76756	142935	5875	2046	524	18946		442			9684	2827

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Appendix C

TOTAL OCCUPATIONALLY SPECIFIC ASSOCIATE DEGREE ENROLLMENTS IN OHIO PUBLIC HIGHER EDUCATION INSTITUTIONS IN FY95

This appendix provides a summary of Fall 1995 enrollments in occupationally specific associate degree programs in Ohio public colleges and universities as reported through the Integrated Postsecondary Education Data System (IPEDS). The universe of possible respondents is listed below. Schools not responding as of 12/19/95 are indicated in bold.

Sincere appreciation is extended to Mark Schaff, Director of the Ohio Occupational Information Coordinating Committee, who serves as the state IPEDS coordinator, and Thomas Bream, Program Analyst of the Ohio Department of Education, for their work in creating this table.

Part one of this section is a summary of total enrollments by institution. The second part is an analysis of enrollments by individual program.

Belmont Technical College
Bowling Green State - Firelands
Bowling Green/main
Central Ohio Technical College
Cincinnati Technical College
Clark State Community College
Columbus State College
Cuyahoga Community College
Edison State Community College
Hocking Technical College
Jefferson Technical College
Kent State - Ashtabula
Kent State - East Liverpool
Kent State - Geauga Campus
Kent State - Salem
Kent State - Trumbull
Kent State - Tuscarawas
Lakeland Community College
Lima Technical College
Lorain County Community College
Marion Technical College
Miami - Hamilton
Miami - Middletown
Muskingum Area Technical College
North Central Technical College
Northwest State Community College
Ohio State University - ATI
Ohio University - Chillicothe
Ohio University - Eastern
Ohio University - Lancaster
Ohio University - Southern
Ohio University - Zanesville
Ohio University Main Campus
Owens Community College
Owens Tech South
Rio Grande Community College
Shawnee State University
Sinclair Community College
Southern State Community College
Stark Technical College
Terra Technical College
University of Akron (main campus)
University of Akron - Wayne
University of Cincinnati
University of Cincinnati - Clermont
University of Cincinnati - Walters
University of Toledo (Com-Tech)
Washington State Community College
Wright State University - Western branch
Youngstown State University

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[redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] C[redacted]EPA[redacted]T OF[redacted]ATI[redacted] [redacted] [redacted] [redacted] [redacted] 19[redacted]-199[redacted] [redacted] [redacted]
                                   DIVISION OF VOCATIONAL AND ADULT EDUCATION
                                              OOICC IPEDS REPORT
                          OCCUPATIONLLY SPECIFIC FALL ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS
TOTALS                                FY 1996 - DTR REPORT - IPEDS_OCC_SCHOOL

SCHOOL NAME/UNITID                    TOTAL       BLACK   INDIAN    ASIAN  HISPANIC   WHITE    ALIEN   BALANCE




                                           REPORT TOTALS - record count is     36

                                   M  30545        2422      159      383      391    25801      109      1280
                                   F  43083        4652      239      427      474    36424      135       732
                                   T  73628        7074      398      810      865    62225      244      2012
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FY 1996 - DTR REPORT - IPEDS_OCC_SCHOOL

TOTALS

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
BELMONT TECHNICAL COLLEGE	M	653	7	1	0	1	643	0	1
201283	F	1035	15	2	0	2	1016	0	0
	T	1688	22	3	0	3	1659	0	1
CENTRAL OHIO TECHNICAL COLLEGE	M	484	9	3	6	4	462	0	0
201672	F	857	17	3	4	9	824	0	0
	T	1341	26	6	10	13	1286	0	0
CINCINNATI CLERMONT GENERAL AND TEC	M	224	0	1	0	0	223	0	0
201946	F	382	4	3	2	3	370	0	0
	T	606	4	4	2	3	593	0	0
CLARK TECHNICAL COLLEGE	M	506	29	3	3	3	461	0	7
201973	F	1370	109	4	9	3	1223	0	22
	T	1876	138	7	12	6	1684	0	29
COLUMBUS STATE COMMUNITY COLLEGE (C	M	4096	531	15	108	52	3252	34	104
202222	F	6426	1213	24	128	70	4777	70	144
	T	10522	1744	39	236	122	8029	104	248
EDISON STATE COMMUNITY COLLEGE	M	309	6	1	5	0	297	0	0
202648	F	882	9	6	4	3	860	0	0
	T	1191	15	7	9	3	1157	0	0
HOCKING TECHNICAL COLLEGE	M	3278	229	19	9	14	2153	6	848
203155	F	2477	64	6	18	19	2141	9	220
	T	5755	293	25	27	33	4294	15	1068
JEFFERSON TECHNICAL COLLEGE	M	361	15	0	0	0	346	0	0
203331	F	501	41	0	0	0	460	0	0
	T	862	56	0	0	0	806	0	0
LAKELAND COMMUNITY COLLEGE	M	1765	47	9	20	4	1679	2	4
203599	F	3143	123	21	16	6	2958	8	11
	T	4908	170	30	36	10	4637	10	15
LIMA TECHNICAL COLLEGE	M	629	34	1	4	7	577	0	6
203678	F	1170	81	5	1	16	1050	2	15
	T	1799	115	6	5	23	1627	2	21
MARION TECHNICAL COLLEGE	M	503	51	2	4	10	436	0	0
203881	F	1161	19	3	9	9	1121	0	0
	T	1664	70	5	13	19	1557	0	0
MIAMI UNIVERSITY HAMILTON CAMPUS	M	98	2	0	1	0	94	0	1
204006	F	234	13	1	2	3	213	0	2
	T	332	15	1	3	3	307	0	3
MIAMI UNIVERSITY MIDDLETOWN CAMPUS	M	113	3	0	0	0	110	0	0
204015	F	288	15	0	4	1	266	0	2
	T	401	18	0	4	1	376	0	2

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TOTALS

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
MUSKINGUM AREA TECHNICAL COLLEGE	M	512	15	4	1	1	491	0	0
204255	F	1095	37	10	2	5	1041	0	0
	T	1607	52	14	3	6	1532	0	0
NORTH CENTRAL TECHNICAL COLLEGE	M	821	40	3	10	6	754	0	8
204422	F	1775	110	8	9	17	1612	0	19
	T	2596	150	11	19	23	2366	0	27
NORTHWEST TECHNICAL COLLEGE	M	615	5	4	3	36	567	0	0
204440	F	1170	4	7	2	58	1099	0	0
	T	1785	9	11	5	94	1666	0	0
OHIO STATE UNIVERSITY AGRICULTURE T	M	532	32	0	0	4	491	2	3
204662	F	180	1	0	0	1	176	0	2
	T	712	33	0	0	5	667	2	5
OHIO UNIVERSITY CHILLICOTHE BRANCH	M	60	2	1	0	0	57	0	0
204820	F	142	3	0	1	1	137	0	0
	T	202	5	1	1	1	194	0	0
OHIO UNIVERSITY EASTERN CAMPUS	M	2	0	0	0	0	2	0	0
204802	F	3	0	0	0	0	3	0	0
	T	5	0	0	0	0	5	0	0
OHIO UNIVERSITY LANCASTER BRANCH	M	66	0	0	0	0	66	0	0
204848	F	111	0	0	0	0	111	0	0
	T	177	0	0	0	0	177	0	0
OHIO UNIVERSITY MAIN CAMPUS	M	96	1	0	0	0	83	12	0
204857	F	72	4	0	0	0	53	15	0
	T	168	5	0	0	0	136	27	0
OHIO UNIVERSITY SOUTHERN BRANCH	M	19	2	1	0	0	16	0	0
204839	F	62	1	1	0	0	60	0	0
	T	81	3	2	0	0	76	0	0
OHIO UNIVERSITY ZANESVILLE BRANCH	M	55	0	0	0	1	54	0	0
204866	F	255	2	3	1	1	246	2	0
	T	310	2	3	1	2	300	2	0
OWENS COMMUNITY COLLEGE	M	4169	312	17	27	158	3651	4	0
204945	F	2688	228	10	13	95	2338	4	0
	T	6857	540	27	40	253	5989	8	0
RIO GRANDE COLLEGE	M	132	1	0	0	0	78	1	52
205203	F	318	5	0	0	0	231	1	81
	T	450	6	0	0	0	309	2	133
SHAWNEE STATE UNIVERSITY	M	423	10	5	2	0	391	0	15
205443	F	937	17	15	1	5	887	0	12
	T	1360	27	20	3	5	1278	0	27

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TOTALS

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
SINCLAIR COMMUNITY COLLEGE	M	3854	499	16	123	26	3188	2	0
205470	F	5201	981	17	138	43	4021	1	0
	T	9055	1480	33	261	69	7209	3	0
SOUTHERN STATE COMMUNITY COLLEGE	M	108	0	1	0	0	106	1	0
205966	F	432	3	3	0	0	426	0	0
	T	540	3	4	0	0	532	1	0
STARK TECHNICAL COLLEGE	M	1156	46	10	2	4	1083	0	11
205841	F	1859	180	11	9	3	1646	0	10
	T	3015	226	21	11	7	2729	0	21
UNIVERSITY OF AKRON MAIN CAMPUS	M	1618	155	15	16	11	1370	8	43
200800	F	1854	377	20	15	11	1369	3	59
	T	3472	532	35	31	22	2739	11	102
UNIVERSITY OF AKRON WAYNE GENERAL-T	M	114	1	2	2	0	106	0	3
200846	F	225	4	4	1	0	213	0	3
	T	339	5	6	3	0	319	0	6
UNIVERSITY OF CINCINNATI MAIN CAMPU	M	698	92	4	13	8	578	3	0
201885	F	675	201	9	8	3	452	2	0
	T	1373	293	13	21	11	1030	5	0
UNIVERSITY OF CINCINNATI RAYMOND WA	M	332	28	1	5	1	295	1	1
201955	F	908	92	2	12	6	793	3	0
	T	1240	120	3	17	7	1088	4	1
UNIVERSITY OF TOLEDO	M	1303	178	20	12	37	860	23	173
206084	F	1987	580	36	15	67	1156	8	125
	T	3290	758	56	27	104	2016	31	298
WASHINGTON TECHNICAL COLLEGE	M	259	1	0	2	0	255	1	0
206446	F	422	3	2	2	2	408	0	5
	T	681	4	2	4	2	663	1	5
YOUNGSTOWN STATE UNIVERSITY	M	582	39	0	5	3	526	9	0
206695	F	786	96	3	1	12	667	7	0
	T	1368	135	3	6	15	1193	16	0

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REPORT TOTALS - record count is 816

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
	M	30545	2422	159	383	391	25801	109	1280
	F	43083	4652	239	427	474	36424	135	732
	T	73628	7074	398	810	865	62225	244	2012

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
01.0101	M	74	0	0	0	0	72	0	2
AGRICULTURAL BUSINESS AND MANAGEMENT, G	F	38	0	0	0	0	38	0	0
	T	112	0	0	0	0	110	0	2
01.0201	M	47	0	0	0	0	47	0	0
AGRICULTURAL MECHANICS, GENERAL	F	1	0	0	0	0	1	0	0
	T	48	0	0	0	0	48	0	0
01.0204	M	19	0	0	0	0	19	0	0
AGRICULTURAL POWER MACHINERY	F	0	0	0	0	0	0	0	0
	T	19	0	0	0	0	19	0	0
01.0301	M	8	0	0	0	0	8	0	0
AGRICULTURAL PRODUCTION, GENERAL	F	2	0	0	0	0	2	0	0
	T	10	0	0	0	0	10	0	0
01.0302	M	52	0	0	0	0	52	0	0
ANIMAL PRODUCTION	F	55	0	0	0	0	54	0	1
	T	107	0	0	0	0	106	0	1
01.0304	M	41	0	0	0	1	39	0	1
CROP PRODUCTION	F	4	0	0	0	0	4	0	0
	T	45	0	0	0	1	43	0	1
01.0601	M	8	0	0	0	0	8	0	0
HORTICULTURE, GENERAL	F	8	0	0	0	0	8	0	0
	T	16	0	0	0	0	16	0	0
01.0603	M	0	0	0	0	0	0	0	0
ORNAMENTAL HORTICULTURE	F	26	0	0	0	0	26	0	0
	T	26	0	0	0	0	26	0	0
01.0604	M	101	29	0	0	3	67	2	0
GREENHOUSE OPERATION AND MANAGEMENT	F	20	0	0	0	0	20	0	0
	T	121	29	0	0	3	87	2	0
01.0605	M	108	3	0	0	1	104	0	0
LANDSCAPING	F	24	0	0	0	1	21	0	2
	T	132	3	0	0	2	125	0	2
01.0606	M	8	0	0	0	0	8	0	0
NURSERY OPERATION AND MANAGEMENT	F	10	0	0	0	0	10	0	0
	T	18	0	0	0	0	18	0	0
01.0607	M	207	0	0	0	0	207	0	0
TURF MANAGEMENT	F	19	0	0	0	1	18	0	0
	T	226	0	0	0	1	225	0	0
01.0000	M	673	32	0	0	5	631	2	3
SERVICE TOTAL	F	207	0	0	0	2	202	0	3
	T	880	32	0	0	7	833	2	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
02.9999	M	6	0	0	0	0	6	0	0
AGRICULTURAL SCIENCES, OTHER	F	18	0	0	0	0	18	0	0
	T	24	0	0	0	0	24	0	0
02.0000	M	6	0	0	0	0	6	0	0
SERVICE TOTAL	F	18	0	0	0	0	18	0	0
	T	24	0	0	0	0	24	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
03.0404	M	92	0	0	0	0	61	0	31
FOREST PRODUCTS PROCESSING TECHNOLOGY	F	19	0	0	0	0	16	0	3
	T	111	0	0	0	0	77	0	34
03.0405	M	78	6	1	0	0	19	0	52
LOGGING	F	2	0	0	0	0	2	0	0
	T	80	6	1	0	0	21	0	52
03.0601	M	675	5	7	0	1	489	0	173
WILDLIFE MANAGEMENT	F	146	0	0	2	2	102	0	40
	T	821	5	7	2	3	591	0	213
03.0000	M	845	11	8	0	1	569	0	256
SERVICE TOTAL	F	167	0	0	2	2	120	0	43
	T	1012	11	8	2	3	689	0	299

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
08.0102	M	3	1	0	0	0	2	0	0
FASHION MERCHANDISING	F	60	9	0	3	4	43	0	1
	T	63	10	0	3	4	45	0	1
08.0601	M	2	0	0	0	0	2	0	0
FOOD MARKETING, GENERAL	F	1	0	0	0	0	1	0	0
	T	3	0	0	0	0	3	0	0
08.0704	M	2	0	0	0	0	2	0	0
PURCHASING	F	5	1	0	0	0	4	0	0
	T	7	1	0	0	0	6	0	0
08.0705	M	34	3	0	0	0	30	0	1
RETAILING	F	123	14	0	1	1	106	0	1
	T	157	17	0	1	1	136	0	2
08.0706	M	118	9	0	0	3	104	0	2
SALES	F	108	15	1	2	3	85	0	2
	T	226	24	1	2	6	189	0	4
08.0708	M	8	0	0	0	0	8	0	0
MARKETING, GENERAL	F	19	0	0	0	0	19	0	0
	T	27	0	0	0	0	27	0	0
08.0799	M	3	0	0	0	0	3	0	0
GENERAL MARKETING, OTHER	F	1	0	0	0	0	1	0	0
	T	4	0	0	0	0	4	0	0
08.0901	M	0	0	0	0	0	0	0	0
HOSPITALITY AND RECREATION MARKETING, G	F	3	0	0	1	0	1	0	1
	T	3	0	0	1	0	1	0	1
08.1104	M	13	0	0	3	0	7	0	3
TOURISM	F	43	1	1	3	1	31	0	6
	T	56	1	1	6	1	38	0	9
08.1105	M	17	0	0	0	0	17	0	0
TRAVEL SERVICES MARKETING	F	130	11	0	2	3	114	0	0
	T	147	11	0	2	3	131	0	0
08.9999	M	19	0	0	0	0	18	0	1
MARKETING AND DISTRIBUTION, OTHER	F	32	6	0	0	0	25	0	1
	T	51	6	0	0	0	43	0	2
08.0000	M	219	13	0	3	3	193	0	7
SERVICE TOTAL	F	525	57	2	12	12	430	0	12
	T	744	70	2	15	15	623	0	19

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
10.0104	M	12	0	0	0	0	12	0	0
RADIO AND TELEVISION PRODUCTION AND BRO	F	5	0	0	1	0	4	0	0
	T	17	0	0	1	0	16	0	0
10.0199	M	26	1	0	2	0	23	0	0
COMMUNICATION TECHNOLOGIES, OTHER	F	47	14	0	1	0	31	0	1
	T	73	15	0	3	0	54	0	1
10.0000	M	38	1	0	2	0	35	0	0
SERVICE TOTAL	F	52	14	0	2	0	35	0	1
	T	90	15	0	4	0	70	0	1

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
11.0101	M	71	10	1	1	0	59	0	0
COMPUTER AND INFORMATION SCIENCES, GENE	F	151	45	0	5	3	95	1	2
	T	222	55	1	6	3	154	1	2
11.0201	M	855	104	8	26	12	677	11	17
COMPUTER PROGRAMMING	F	828	132	3	24	11	628	21	9
	T	1683	236	11	50	23	1305	32	26
11.0301	M	181	6	0	1	0	170	0	4
DATA PROCESSING	F	188	24	3	1	0	157	0	3
	T	369	30	3	2	0	327	0	7
11.0501	M	92	14	3	2	0	71	0	2
SYSTEMS ANALYSIS	F	69	19	1	1	1	44	1	2
	T	161	33	4	3	1	115	1	4
11.0701	M	30	0	0	0	0	30	0	0
COMPUTER SCIENCE	F	71	2	0	0	1	68	0	0
	T	101	2	0	0	1	98	0	0
11.9999	M	556	79	2	26	3	446	0	0
COMPUTER AND INFORMATION SCIENCES, OTHE	F	643	148	1	45	6	443	0	0
	T	1199	227	3	71	9	889	0	0
11.0000	M	1785	213	14	56	15	1453	11	23
SERVICE TOTAL	F	1950	370	8	76	22	1435	23	16
	T	3735	583	22	132	37	2888	34	39

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
12.0503	M	42	3	1	2	0	36	0	0
CULINARY ARTS/CHEF TRAINING	F	37	7	2	0	0	28	0	0
	T	79	10	3	2	0	64	0	0
12.0504	M	2	0	0	0	0	2	0	0
FOOD & BEVERAGE/RESTAURANT OPER. MANAGE	F	3	0	0	0	0	3	0	0
	T	5	0	0	0	0	5	0	0
12.0505	M	596	105	3	0	3	203	0	282
KITCHEN PERSONNEL/COOK AND ASSISTANT TR	F	28	2	0	1	0	21	0	4
	T	624	107	3	1	3	224	0	286
12.0599	M	0	0	0	0	0	0	0	0
CULINERY ARTS AND RELATED SERVICES, OTH	F	2	2	0	0	0	0	0	0
	T	2	2	0	0	0	0	0	0
12.0000	M	640	108	4	2	3	241	0	282
SERVICE TOTAL	F	70	11	2	1	0	52	0	4
	T	710	119	6	3	3	293	0	286

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
13.0101	M	0	0	0	0	0	0	0	0
EDUCATION, GENERAL	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1202	M	0	0	0	0	0	0	0	0
ELEMENTARY EDUCATION	F	5	0	0	0	0	5	0	0
	T	5	0	0	0	0	5	0	0
13.1204	M	22	4	0	0	0	17	0	1
PRE-ELEMENTARY EDUCATION	F	564	97	2	7	2	443	0	13
	T	586	101	2	7	2	460	0	14
13.1319	M	0	0	0	0	0	0	0	0
TECHNICAL EDUCATION	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1501	M	0	0	0	0	0	0	0	0
TEACHER ASSISTING	F	9	1	0	0	0	8	0	0
	T	9	1	0	0	0	8	0	0
13.9999	M	6	0	0	0	0	5	0	1
EDUCATION, OTHER	F	83	16	0	1	0	63	0	3
	T	89	16	0	1	0	68	0	4
13.0000	M	28	4	0	0	0	22	0	2
SERVICE TOTAL	F	663	114	2	8	2	521	0	16
	T	691	118	2	8	2	543	0	18

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
14.0101	M	1	0	0	0	0	1	0	0
ENGINEERING, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
14.1001	M	88	0	0	0	1	87	0	0
ELECTRICAL, ELECTRONICS, AND COMMUNICAT	F	5	0	0	0	0	5	0	0
	T	93	0	0	0	1	92	0	0
14.1701	M	12	1	0	1	1	9	0	0
INDUSTRIAL ENGINEERING	F	5	0	0	0	0	5	0	0
	T	17	1	0	1	1	14	0	0
14.1901	M	158	0	0	3	4	150	0	1
MECHANICAL ENGINEERING	F	17	1	0	0	0	16	0	0
	T	175	1	0	3	4	166	0	1
14.0000	M	259	1	0	4	6	247	0	1
SERVICE TOTAL	F	27	1	0	0	0	26	0	0
	T	286	2	0	4	6	273	0	1

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15.0101	M	595	39	3	7	6	534	2	4
ARCHITECTURAL DESIGN AND CONSTRUCTION T	F	187	19	1	4	5	157	0	1
	T	782	58	4	11	11	691	2	5
15.0201	M	511	20	2	2	4	472	3	8
CIVIL TECHNOLOGY	F	143	9	1	0	0	133	0	0
	T	654	29	3	2	4	605	3	8
15.0301	M	111	10	0	2	0	99	0	0
COMPUTER TECHNOLOGY	F	29	4	0	0	1	24	0	0
	T	140	14	0	2	1	123	0	0
15.0303	M	1917	139	12	34	20	1677	18	17
ELETRONIC TECHNOLOGY	F	213	40	1	7	3	159	2	1
	T	2130	179	13	41	23	1836	20	18
15.0399	M	167	3	0	0	0	151	1	12
ELECTRICAL AND ELECTRONIC TECHNOLOGIES,	F	18	0	0	0	0	14	0	4
	T	185	3	0	0	0	165	1	16
15.0401	M	73	4	0	0	0	69	0	0
BIOMEDICAL EQUIPMENT TECHNOLOGY	F	14	0	0	0	0	14	0	0
	T	87	4	0	0	0	83	0	0
15.0402	M	49	5	0	1	1	42	0	0
COMPUTER SERVICING TECHNOLOGY	F	48	8	0	0	1	38	1	0
	T	97	13	0	1	2	80	1	0
15.0403	M	393	25	0	5	2	357	1	3
ELECTROMECHANICAL TECHNOLOGY	F	35	9	0	1	0	25	0	0
	T	428	34	0	6	2	382	1	3
15.0404	M	37	0	1	0	0	36	0	0
INSTRUMENTATION TECHNOLOGY	F	3	0	0	0	0	3	0	0
	T	40	0	1	0	0	39	0	0
15.0405	M	5	0	0	0	0	5	0	0
ROBOTICS TECHNOLOGY	F	1	0	0	0	0	1	0	0
	T	6	0	0	0	0	6	0	0
15.0499	M	84	2	2	0	0	78	0	2
ELECTROMECHANICAL INSTRUMENTATION AND M	F	9	1	0	1	0	7	0	0
	T	93	3	2	1	0	85	0	2
15.0501	M	152	9	0	2	1	135	0	5
AIR CONDITIONING, HEATING, AND REFRIGER	F	3	1	0	0	0	2	0	0
	T	155	10	0	2	1	137	0	5

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15.0507	M	19	0	0	0	0	18	0	1
ENVIRONMENTAL AND POLLUTION CONTROL	F	9	1	0	0	0	8	0	0
	T	28	1	0	0	0	26	0	1
15.0599	M	37	0	0	0	0	37	0	0
ENVIRONMENTAL CONTROL TECHNOLOGIES, OTH	F	13	0	0	0	0	13	0	0
	T	50	0	0	0	0	50	0	0
15.0603	M	335	7	1	2	2	320	0	3
INDUSTRIAL TECHNOLOGY	F	51	3	2	0	0	46	0	0
	T	386	10	3	2	2	366	0	3
15.0607	M	48	1	0	0	0	45	0	2
PLASTIC TECHNOLOGY	F	10	0	0	0	0	10	0	0
	T	58	1	0	0	0	55	0	2
15.0699	M	222	14	2	6	0	200	0	0
INDUSTRIAL PRODUCTION TECHNOLOGIES, OTH	F	35	6	0	0	0	29	0	0
	T	257	20	2	6	0	229	0	0
15.0702	M	155	12	1	0	1	138	1	2
QUALITY CONTROL TECHNOLOGY	F	53	4	0	0	1	46	0	2
	T	208	16	1	0	2	184	1	4
15.0801	M	96	8	0	0	1	86	0	1
AERONAUTICAL TECHNOLOGY	F	5	0	0	0	0	5	0	0
	T	101	8	0	0	1	91	0	1
15.0803	M	722	61	5	19	10	609	2	16
AUTOMOTIVE TECHNOLOGY	F	49	12	1	1	0	35	0	0
	T	771	73	6	20	10	644	2	16
15.0805	M	966	39	6	14	21	855	8	23
MECHANICAL DESIGN TECHNOLOGY	F	100	6	2	2	3	87	0	0
	T	1066	45	8	16	24	942	8	23
15.0899	M	410	25	0	5	3	377	0	0
MECHANICAL AND RELATED TECHNOLOGIES, OT	F	65	9	0	2	0	53	0	1
	T	475	34	0	7	3	430	0	1
15.0999	M	34	0	0	0	0	33	0	1
MINING AND PETROLEUM TECHNOLOGIES, OTHE	F	17	3	0	0	0	14	0	0
	T	51	3	0	0	0	47	0	1
15.1001	M	199	15	1	2	1	176	0	4
CONSTRUCTION TECHNOLOGY	F	21	5	0	0	0	15	0	1
	T	220	20	1	2	1	191	0	5

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
15.1101	M	180	9	2	0	3	39	0	127
ENGINEERING-RELATED TECHNOLOGY/TECHNICI	F	14	2	0	0	1	10	0	1
	T	194	11	2	0	4	49	0	128
15.1102	M	12	0	0	0	0	12	0	0
SURVEYING	F	1	0	0	0	0	1	0	0
	T	13	0	0	0	0	13	0	0
15.1103	M	1	0	0	0	0	1	0	0
HYDRAULIC TECHNOLOGY/TECHNICIAN	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
15.9999	M	908	33	5	17	15	780	0	58
ENGINEERING AND ENGINEERING-RELATED TEC	F	233	22	1	2	4	182	3	19
	T	1141	55	6	19	19	962	3	77
15.0000	M	8438	480	43	118	91	7381	36	289
SERVICE TOTAL	F	1379	164	9	20	19	1131	6	30
	T	9817	644	52	138	110	8512	42	319

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
19.0501	M	0	0	0	0	0	0	0	0
FOOD SCIENCES AND HUMAN NUTRITION, GENE	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
19.0503	M	17	0	0	0	0	17	0	0
DIETETICS/HUMAN NUTRITIONAL SERVICES	F	69	3	1	1	1	63	0	0
	T	86	3	1	1	1	80	0	0
19.0704	M	0	0	0	0	0	0	0	0
FAMILY RELATIONS	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
19.0705	M	4	2	0	0	0	2	0	0
GERONTOLOGICAL SERVICES	F	51	9	1	0	0	40	0	1
	T	55	11	1	0	0	42	0	1
19.0706	M	10	2	0	0	0	8	0	0
CHILD GROWTH, CARE AND DEVELOPMENT STUD	F	428	90	0	6	3	321	2	6
	T	438	92	0	6	3	329	2	6
19.0000	M	31	4	0	0	0	27	0	0
SERVICE TOTAL	F	550	102	2	7	4	426	2	7
	T	581	106	2	7	4	453	2	7

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
20.0201	M	2	0	0	1	0	1	0	0
CHILD CARE AND GUIDANCE MANAGEMENT AND	F	90	0	1	0	5	84	0	0
	T	92	0	1	1	5	85	0	0
20.0202	M	28	5	0	0	0	23	0	0
CHILD CARE AIDE/ASSISTING	F	625	48	3	0	10	558	2	4
	T	653	53	3	0	10	581	2	4
20.0203	M	7	0	0	0	0	6	0	1
CHILD CARE MANAGEMENT	F	421	55	3	1	6	352	0	4
	T	428	55	3	1	6	358	0	5
20.0401	M	23	3	0	0	2	18	0	0
FOOD PRODUCTION, MANAGEMENT AND SERVICE	F	16	2	0	1	0	13	0	0
	T	39	5	0	1	2	31	0	0
20.0404	M	14	0	1	0	0	13	0	0
DIETETIC AIDE/ASSISTING	F	128	11	0	1	1	115	0	0
	T	142	11	1	1	1	128	0	0
20.0602	M	4	3	0	0	0	1	0	0
COMPANION TO THE AGED	F	6	1	0	0	0	5	0	0
	T	10	4	0	0	0	6	0	0
20.0000	M	78	11	1	1	2	62	0	1
SERVICE TOTAL	F	1286	117	7	3	22	1127	2	8
	T	1364	128	8	4	24	1189	2	9

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
22.0103	M	201	29	2	3	3	158	1	5
LEGAL ASSISTING	F	1658	157	9	13	15	1447	0	17
	T	1859	186	11	16	18	1605	1	22
22.0000	M	201	29	2	3	3	158	1	5
SERVICE TOTAL	F	1658	157	9	13	15	1447	0	17
	T	1859	186	11	16	18	1605	1	22

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
23.1001	M	0	0	0	0	0	0	0	0
SPEECH, DEBATE, AND FORENSICS	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
23.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
24.0101	M	20	6	0	0	0	13	0	1
LIBERAL/GENERAL STUDIES	F	25	2	1	0	0	20	0	2
	T	45	8	1	0	0	33	0	3
24.0102	M	61	0	0	0	3	58	0	0
GENERAL STUDIES	F	80	1	0	0	2	77	0	0
	T	141	1	0	0	5	135	0	0
24.0199	M	85	11	2	2	1	67	0	2
LIBERAL/GENERAL STUDIES, OTHER	F	144	32	2	1	1	98	0	10
	T	229	43	4	3	2	165	0	12
24.0000	M	166	17	2	2	4	138	0	3
SERVICE TOTAL	F	249	35	3	1	3	195	0	12
	T	415	52	5	3	7	333	0	15

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
25.0301	M	0	0	0	0	0	0	0	0
LIBRARY ASSISTING	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0
25.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
26.0301	M	1	0	0	0	0	1	0	0
BOTANY, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
26.0000	M	1	0	0	0	0	1	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
30.0801	M	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE	F	2	0	0	0	0	2	0	0
	T	2	0	0	0	0	2	0	0
30.1101	M	0	0	0	0	0	0	0	0
GERONTOLOGY	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
30.1201	M	45	0	0	0	0	45	0	0
HISTORIC PRESERVATION, CONSERVATION & A	F	20	0	0	0	0	20	0	0
	T	65	0	0	0	0	65	0	0
30.9999	M	16	1	0	0	0	15	0	0
MULTI/INTERDISCIPLINARY STUDIES, OTHER	F	41	5	0	0	0	30	0	6
	T	57	6	0	0	0	45	0	6
30.0000	M	61	1	0	0	0	60	0	0
SERVICE TOTAL	F	64	5	0	0	0	53	0	6
	T	125	6	0	0	0	113	0	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
31.0504	M	123	26	0	3	0	91	0	3
SPORT AND FITNESS ADMINISTRATION/MANAGE	F	82	7	0	1	1	68	2	3
	T	205	33	0	4	1	159	2	6
31.9999	M	36	2	1	0	0	33	0	0
PARKS AND RECREATION, OTHER	F	15	0	1	0	0	14	0	0
	T	51	2	2	0	0	47	0	0
31.0000	M	159	28	1	3	0	124	0	3
SERVICE TOTAL	F	97	7	1	1	1	82	2	3
	T	256	35	2	4	1	206	2	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
34.0199	M	3	0	0	0	0	3	0	0
HEALTH-RELATED ACTIVITIES, OTHER	F	57	2	0	0	1	54	0	0
	T	60	2	0	0	1	57	0	0
34.0000	M	3	0	0	0	0	3	0	0
SERVICE TOTAL	F	57	2	0	0	1	54	0	0
	T	60	2	0	0	1	57	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
40.0601	M	1	0	0	0	0	1	0	0
GEOLOGY	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
40.0000	M	1	0	0	0	0	1	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
41.0101 BIOLOGICAL LABORATORY TECHNOLOGY	M	1	0	0	0	0	1	0	0
	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
41.0301 CHEMICAL TECHNOLOGY	M	60	7	0	3	0	47	0	3
	F	74	17	0	5	1	51	0	0
	T	134	24	0	8	1	98	0	3
41.0399 PHYSICAL SCIENCE TECHNOLOGIES, OTHER	M	3	0	0	0	0	3	0	0
	F	0	0	0	0	0	0	0	0
	T	3	0	0	0	0	3	0	0
41.9999 SCIENCE TECHNOLOGIES, OTHER	M	58	10	0	2	0	46	0	0
	F	112	23	3	0	1	84	1	0
	T	170	33	3	2	1	130	1	0
41.0000 SERVICE TOTAL	M	122	17	0	5	0	97	0	3
	F	186	40	3	5	2	135	1	0
	T	308	57	3	10	2	232	1	3

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
42.0101	M	0	0	0	0	0	0	0	0
PSYCHOLOGY, GENERAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
42.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
43.0102	M	177	39	1	1	3	127	0	6
CORRECTIONS	F	308	78	1	0	3	209	0	17
	T	485	117	2	1	6	336	0	23
43.0103	M	61	0	1	0	0	60	0	0
CRIMINAL JUSTICE ADMINISTRATION	F	29	1	0	0	0	28	0	0
	T	90	1	1	0	0	88	0	0
43.0104	M	6	0	0	0	0	6	0	0
CRIMINAL JUSTICE STUDIES	F	11	0	0	0	1	10	0	0
	T	17	0	0	0	1	16	0	0
43.0106	M	3	0	0	0	0	3	0	0
FORENSIC STUDIES	F	15	2	0	0	0	13	0	0
	T	18	2	0	0	0	16	0	0
43.0107	M	2870	241	12	16	72	2472	1	56
LAW ENFORCEMENT	F	1391	296	12	3	28	1022	1	29
	T	4261	537	24	19	100	3494	2	85
43.0109	M	29	3	0	0	1	25	0	0
SECURITY SERVICES	F	12	0	0	0	0	11	0	1
	T	41	3	0	0	1	36	0	1
43.0199	M	95	4	0	0	0	91	0	0
CRIMINAL JUSTICE, OTHER	F	68	4	0	0	0	64	0	0
	T	163	8	0	0	0	155	0	0
43.0201	M	610	45	5	1	30	525	3	1
FIRE CONTROL AND SAFETY TECHNOLOGY	F	38	4	1	0	2	31	0	0
	T	648	49	6	1	32	556	3	1
43.0203	M	7	3	0	0	1	2	0	1
FIREFIGHTING	F	4	3	0	0	0	1	0	0
	T	11	6	0	0	1	3	0	1
43.0000	M	3858	335	19	18	107	3311	4	64
SERVICE TOTAL	F	1876	388	14	3	34	1389	1	47
	T	5734	723	33	21	141	4700	5	111

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
44.0201	M	12	5	0	0	0	5	0	2
COMMUNITY SERVICES	F	53	21	0	0	0	30	0	2
	T	65	26	0	0	0	35	0	4
44.0701	M	149	22	2	0	0	123	0	2
SOCIAL WORK, GENERAL	F	1149	158	6	0	11	966	0	8
	T	1298	180	8	0	11	1089	0	10
44.9999	M	84	12	1	0	0	65	6	0
PUBLIC AFFAIRS, OTHER	F	299	53	2	0	1	226	12	5
	T	383	65	3	0	1	291	18	5
44.0000	M	245	39	3	0	0	193	6	4
SERVICE TOTAL	F	1501	232	8	0	12	1222	12	15
	T	1746	271	11	0	12	1415	18	19

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
45.0101	M	1	1	0	0	0	0	0	0
SOCIAL SCIENCES, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
45.1099	M	5	0	0	0	0	5	0	0
POLITICAL SCIENCE AND GOVERNMENT, OTHER	F	0	0	0	0	0	0	0	0
	T	5	0	0	0	0	5	0	0
45.0000	M	6	1	0	0	0	5	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	6	1	0	0	0	5	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
46.0302	M	286	10	0	3	9	264	0	0
ELECTRICIAN	F	25	2	1	0	0	22	0	0
	T	311	12	1	3	9	286	0	0
46.0401	M	395	22	4	1	16	352	0	0
BUILDING AND PROPERTY MAINTENANCE	F	28	9	0	0	1	18	0	0
	T	423	31	4	1	17	370	0	0
46.0501	M	7	2	0	0	0	5	0	0
PLUMBING, PIPEFITTING, AND STEAMFITTING	F	0	0	0	0	0	0	0	0
	T	7	2	0	0	0	5	0	0
46.0000	M	688	34	4	4	25	621	0	0
SERVICE TOTAL	F	53	11	1	0	1	40	0	0
	T	741	45	5	4	26	661	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
47.0201	M	89	0	1	0	1	87	0	0
HEATING, AIR CONDITIONING, AND REFRIGER	F	0	0	0	0	0	0	0	0
	T	89	0	1	0	1	87	0	0
47.0401	M	249	8	0	4	5	232	0	0
ELECTROMECHANICAL, HYDRAULIC, AND PNEUM	F	13	2	1	0	4	6	0	0
	T	262	10	1	4	9	238	0	0
47.0603	M	35	5	0	0	2	28	0	0
AUTOMOTIVE BODY REPAIR	F	0	0	0	0	0	0	0	0
	T	35	5	0	0	2	28	0	0
47.0604	M	24	0	0	0	0	24	0	0
AUTOMOTIVE MECHANICS	F	2	1	0	0	0	1	0	0
	T	26	1	0	0	0	25	0	0
47.0605	M	74	3	0	0	5	66	0	0
DIESEL ENGINE MECHANICS	F	0	0	0	0	0	0	0	0
	T	74	3	0	0	5	66	0	0
47.0000	M	471	16	1	4	13	437	0	0
SERVICE TOTAL	F	15	3	1	0	4	7	0	0
	T	486	19	2	4	17	444	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
48.0101	M	713	28	6	6	5	637	0	31
DRAFTING, GENERAL	F	154	5	0	2	2	136	0	9
	T	867	33	6	8	7	773	0	40
48.0105	M	30	1	0	0	0	29	0	0
MECHANICAL DRAFTING	F	11	0	0	0	0	11	0	0
	T	41	1	0	0	0	40	0	0
48.0199	M	70	5	2	0	0	63	0	0
DRAFTING, OTHER	F	16	1	2	0	0	10	0	3
	T	86	6	4	0	0	73	0	3
48.0201	M	35	2	1	0	1	30	1	0
GRAPHIC AND PRINTING COMMUNICATIONS, GE	F	66	1	0	2	1	62	0	0
	T	101	3	1	2	2	92	1	0
48.0211	M	36	0	0	0	0	36	0	0
COMPUTER TYPOGRAPHY & COMPOSITION EQUIP	F	8	0	0	1	0	7	0	0
	T	44	0	0	1	0	43	0	0
48.0507	M	255	15	0	2	3	235	0	0
TOOL AND DIE MAKING	F	15	1	0	0	0	14	0	0
	T	270	16	0	2	3	249	0	0
48.0508	M	122	5	2	2	1	112	0	0
WELDING	F	6	1	0	0	0	5	0	0
	T	128	6	2	2	1	117	0	0
48.0701	M	25	0	0	0	0	7	0	18
WOODWORKING, GENERAL	F	0	0	0	0	0	0	0	0
	T	25	0	0	0	0	7	0	18
48.0000	M	1286	56	11	10	10	1149	1	49
SERVICE TOTAL	F	276	9	2	5	3	245	0	12
	T	1562	65	13	15	13	1394	1	61

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FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
49.0104 AVIATION MANGEMENT	M	11	1	0	0	0	10	0	0
	F	12	2	0	0	0	10	0	0
	T	23	3	0	0	0	20	0	0
49.0107 AIRPLANE PILOTING (PRIVATE)	M	13	0	0	0	0	13	0	0
	F	1	0	0	0	0	1	0	0
	T	14	0	0	0	0	14	0	0
49.9999 TRANSPORTATION AND MATERIAL MOVING, OTH	M	39	2	0	0	1	35	0	1
	F	39	3	1	0	0	32	0	3
	T	78	5	1	0	1	67	0	4
49.0000 SERVICE TOTAL	M	63	3	0	0	1	58	0	1
	F	52	5	1	0	0	43	0	3
	T	115	8	1	0	1	101	0	4

OOICC IPEDS REPORT
OCCUPATIONLLY SPECIFIC FALL ENROLLMENT BY CIP CODE

FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
50.0402	M	266	14	1	5	0	243	1	2
GRAPHIC DESIGN	F	415	18	3	9	1	382	1	1
	T	681	32	4	14	1	625	2	3
50.0406	M	12	0	0	0	0	11	0	1
COMMERCIAL PHOTOGRAPHY	F	11	0	0	0	0	11	0	0
	T	23	0	0	0	0	22	0	1
50.0502	M	5	0	0	0	0	5	0	0
TECHNICAL THEATRE/THEATRE DESIGN and ST	F	6	0	0	0	0	6	0	0
	T	11	0	0	0	0	11	0	0
50.0599	M	0	0	0	0	0	0	0	0
DRAMATIC/THEATER ARTS AND STAGECRAFT, O	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
50.0708	M	0	0	0	0	0	0	0	0
PAINTING	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
50.0000	M	283	14	1	5	0	259	1	3
SERVICE TOTAL	F	435	19	3	9	1	401	1	1
	T	718	33	4	14	1	660	2	4

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
51.0205	M	26	1	1	0	0	24	0	0
SIGN LANGUAGE INTERPRETER	F	289	26	2	1	1	258	0	1
	T	315	27	3	1	1	282	0	1
51.0601	M	0	0	0	0	0	0	0	0
DENTAL ASSISTANT	F	10	0	0	0	0	10	0	0
	T	10	0	0	0	0	10	0	0
51.0602	M	12	1	0	0	1	9	1	0
DENTAL HYGIENIST	F	493	14	2	2	5	462	5	3
	T	505	15	2	2	6	471	6	3
51.0603	M	78	33	0	3	0	36	0	6
DENTAL LABORATORY TECHNICIAN	F	36	7	0	3	0	24	2	0
	T	114	40	0	6	0	60	2	6
51.0706	M	6	2	0	1	0	3	0	0
MEDICAL RECORDS ADMINISTRATION	F	100	10	0	6	3	77	1	3
	T	106	12	0	7	3	80	1	3
51.0707	M	5	0	0	0	0	5	0	0
MEDICAL RECORDS TECHNOLOGY/TECHNICIAN	F	200	15	1	0	3	166	0	15
	T	205	15	1	0	3	171	0	15
51.0708	M	1	0	0	0	0	1	0	0
MEDICAL TRANSCRIPTION	F	23	2	0	0	0	20	0	1
	T	24	2	0	0	0	21	0	1
51.0799	M	0	0	0	0	0	0	0	0
HEALTH AND MEDICAL ADMINISTRATIVE SERVI	F	7	2	0	0	0	5	0	0
	T	7	2	0	0	0	5	0	0
51.0801	M	19	2	0	0	1	15	0	1
MEDICAL ASSISTANT	F	706	81	5	2	10	586	0	22
	T	725	83	5	2	11	601	0	23
51.0803	M	40	1	0	0	0	38	0	1
OCCUPATIONAL THERAPY ASSISTANT	F	301	13	3	2	1	279	0	3
	T	341	14	3	2	1	317	0	4
51.0805	M	4	0	0	0	0	4	0	0
PHARMACY ASSISTANT	F	29	3	0	2	0	24	0	0
	T	33	3	0	2	0	28	0	0
51.0806	M	174	13	1	1	1	158	0	0
PHYSICAL THERAPY ASSISTANT	F	546	17	3	1	2	520	0	3
	T	720	30	4	2	3	678	0	3

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OOICC IPEDS REPORT
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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
51.0808	M	36	4	1	0	0	30	0	1
VETERINARIAN ASSISTANT/ANIMAL HEALTH TE	F	345	5	1	3	6	328	0	2
	T	381	9	2	3	6	358	0	3
51.0901	M	13	6	0	0	0	7	0	0
CARDIOVASCULAR TECHNOLOGY/TECHNICIAN	F	63	10	1	0	2	46	0	4
	T	76	16	1	0	2	53	0	4
51.0904	M	398	9	1	1	1	358	3	25
EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN	F	186	9	3	0	2	163	0	9
	T	584	18	4	1	3	521	3	34
51.0905	M	10	0	0	0	0	9	1	0
NUCLEAR MEDICAL TECHNOLOGY/TECHNICIAN	F	5	0	0	0	0	5	0	0
	T	15	0	0	0	0	14	1	0
51.0907	M	202	9	1	4	1	187	0	0
MEDICAL RADIOLOGIC TECHNOLOGY/TECHNICIA	F	930	39	2	7	14	861	1	6
	T	1132	48	3	11	15	1048	1	6
51.0908	M	175	9	1	4	0	159	0	2
RESPIRATORY THERAPY TECHNICIAN	F	541	75	1	1	6	443	2	13
	T	716	84	2	5	6	602	2	15
51.0909	M	52	5	0	4	1	40	2	0
SURGICAL/OPERATING ROOM TECHNICIAN	F	168	21	0	2	2	142	0	1
	T	220	26	0	6	3	182	2	1
51.0910	M	1	0	0	0	0	1	0	0
DIAGNOSTIC MEDICAL SONOGRAPHY TECHNICIA	F	24	1	0	0	0	23	0	0
	T	25	1	0	0	0	24	0	0
51.0999	M	1	0	0	0	0	1	0	0
HEALTH AND MEDICAL DIAGNOSTIC AND TREAT	F	8	3	1	0	0	3	0	1
	T	9	3	1	0	0	4	0	1
51.1002	M	2	1	0	0	0	1	0	0
CYTOTECHNOLOGIST	F	3	0	0	0	0	3	0	0
	T	5	1	0	0	0	4	0	0
51.1004	M	114	5	0	5	2	100	0	2
MEDICAL LABORATORY TECHNICIAN	F	495	36	1	10	5	422	4	17
	T	609	41	1	15	7	522	4	19
51.1099	M	75	5	0	2	1	65	0	2
HEALTH AND MEDICAL LABORATORY TECHNOLOG	F	255	45	4	1	1	197	1	6
	T	330	50	4	3	2	262	1	8

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
51.1501	M	23	9	0	0	1	12	0	1
ALCOHOL/DRUG ABUSE COUNSELING	F	47	19	0	0	0	26	0	2
	T	70	28	0	0	1	38	0	3
51.1502	M	78	15	0	0	2	58	0	3
PSYCHIATRIC/MENTAL HEALTH SERVICES TECH	F	387	71	7	0	6	297	0	6
	T	465	86	7	0	8	355	0	9
51.1599	M	89	22	0	0	1	64	1	1
MENTAL HEALTH SERVICES, OTHER	F	490	134	0	0	5	340	0	11
	T	579	156	0	0	6	404	1	12
51.1601	M	735	35	2	14	8	665	3	8
NURSING (R.N.) TRAINING	F	6093	470	31	55	51	5394	19	73
	T	6828	505	33	69	59	6059	22	81
51.1613	M	49	1	0	0	1	39	0	8
PRACTICAL NURSE (L.P.N. TRAINING)	F	900	28	3	4	14	845	1	5
	T	949	29	3	4	15	884	1	13
51.1614	M	5	0	0	0	0	5	0	0
NURSING ASSISTANT/AIDE	F	8	0	0	0	0	8	0	0
	T	13	0	0	0	0	13	0	0
51.1699	M	16	0	0	0	0	16	0	0
NURSING, OTHER	F	131	0	2	0	1	128	0	0
	T	147	0	2	0	1	144	0	0
51.1802	M	2	0	0	0	0	2	0	0
OPTICAL TECHNICIAN/ASSISTANT	F	23	0	0	0	1	22	0	0
	T	25	0	0	0	1	24	0	0
51.1803	M	0	0	0	0	0	0	0	0
OPHTHALMIC MEDICAL TECHNOLOGIST	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0
51.2309	M	3	0	0	0	0	3	0	0
RECREATIONAL THERAPY	F	27	1	0	0	0	26	0	0
	T	30	1	0	0	0	29	0	0
51.9999	M	73	13	1	2	2	54	0	1
HEALTH PROFESSIONS AND RELATED SCIENCES	F	396	109	5	3	6	252	1	20
	T	469	122	6	5	8	306	1	21
51.0000	M	2517	201	9	41	24	2169	11	62
SERVICE TOTAL	F	14273	1266	78	105	147	12413	37	227
	T	16790	1467	87	146	171	14582	48	289

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FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.0101	M	1569	64	8	3	13	1384	11	86
BUSINESS, GENERAL	F	2166	106	6	6	20	1975	5	48
	T	3735	170	14	9	33	3359	16	134
52.0201	M	2250	316	15	33	27	1820	9	30
BUSINESS ADMINISTRATION AND MANAGEMENT,	F	3073	425	23	34	29	2512	9	41
	T	5323	741	38	67	56	4332	18	71
52.0202	M	5	0	0	0	0	5	0	0
PURCHASING, PROCUREMENT AND CONTRACTS,	F	8	0	0	0	1	7	0	0
	T	13	0	0	0	1	12	0	0
52.0203	M	1	0	0	0	0	1	0	0
LOGISTICS AND MATERIALS MANAGEMENT	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
52.0204	M	39	3	0	1	0	35	0	0
OFFICE SUPERVISION AND MANAGEMENT	F	337	28	1	5	7	295	0	1
	T	376	31	1	6	7	330	0	1
52.0205	M	58	1	0	0	4	53	0	0
OPERATIONS MANAGEMENT AND SUPERVISION	F	32	3	0	0	0	29	0	0
	T	90	4	0	0	4	82	0	0
52.0301	M	531	35	1	12	5	468	2	8
ACCOUTING	F	2056	131	19	21	20	1836	1	28
	T	2587	166	20	33	25	2304	3	36
52.0302	M	432	45	0	8	9	358	4	8
ACCOUNTING TECHNICIAN	F	1508	156	10	24	20	1272	8	18
	T	1940	201	10	32	29	1630	12	26
52.0401	M	28	4	0	1	0	23	0	0
ADMINISTRATIVE ASSISTANT/SECRETARIAL SC	F	1357	133	1	4	13	1150	4	52
	T	1385	137	1	5	13	1173	4	52
52.0402	M	8	2	1	1	0	2	0	2
EXECUTIVE ASSISTANT/SECRETARY	F	756	39	5	2	14	694	0	2
	T	764	41	6	3	14	696	0	4
52.0403	M	1	0	0	0	0	1	0	0
LEGAL ADMINISTRATIVE ASSISTANT/SECRETAR	F	101	9	1	0	1	86	0	4
	T	102	9	1	0	1	87	0	4
52.0404	M	3	0	0	0	0	3	0	0
MEDICAL ADMINISTRATIVE ASSISTANT/SECRET	F	232	21	0	0	0	209	0	2
	T	235	21	0	0	0	212	0	2

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.0405	M	4	0	0	0	0	4	0	0
COURT REPORTER	F	125	5	0	1	2	116	0	1
	T	129	5	0	1	2	120	0	1
52.0407	M	21	1	0	0	0	19	0	1
INFORMATION PROCESSING/DATA ENTRY	F	64	13	1	1	2	46	0	1
	T	85	14	1	1	2	65	0	2
52.0408	M	0	0	0	0	0	0	0	0
GENERAL OFFICE/CLERICAL AND TYPING SERV	F	33	0	0	0	0	33	0	0
	T	33	0	0	0	0	33	0	0
52.0499	M	6	0	0	0	0	6	0	0
ADMINISTRATIVE AND SECRETARIAL SERVICES	F	345	83	1	5	2	253	0	1
	T	351	83	1	5	2	259	0	1
52.0701	M	20	5	0	0	1	13	0	1
ENTERPRISE MANAGEMENT AND OPERATION, GE	F	19	2	0	1	0	15	0	1
	T	39	7	0	1	1	28	0	2
52.0801	M	7	0	0	0	0	7	0	0
FINANCE, GENERAL	F	13	2	0	0	0	11	0	0
	T	20	2	0	0	0	18	0	0
52.0803	M	56	3	1	3	0	48	0	1
BANKING AND FINANCIAL SUPPORT SERVICES	F	174	20	1	1	3	148	0	1
	T	230	23	2	4	3	196	0	2
52.0806	M	1	1	0	0	0	0	0	0
INTERNATIONAL FINANCE	F	0	0	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
52.0899	M	64	6	0	2	1	54	0	1
FINANCIAL MANAGEMENT AND SERVICES, OTHE	F	107	18	1	6	0	77	0	5
	T	171	24	1	8	1	131	0	6
52.0901	M	252	39	0	6	2	199	2	4
HOSPITALITY ADMINISTRATION/MANAGEMENT	F	289	34	3	5	3	234	7	3
	T	541	73	3	11	5	433	9	7
52.0902	M	288	79	2	6	1	150	0	50
HOTEL/MOTEL AND RESTAURANT MANAGEMENT	F	214	32	1	6	6	160	1	8
	T	502	111	3	12	7	310	1	58
52.0903	M	22	0	0	1	1	20	0	0
TRAVEL-TOURISM MANAGEMENT	F	139	4	1	3	0	129	1	1
	T	161	4	1	4	1	149	1	1

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.1001	M	1	1	0	0	0	0	0	0
HUMAN RESOURCES MANAGEMENT	F	12	3	0	0	0	9	0	0
	T	13	4	0	0	0	9	0	0
52.1002	M	46	7	0	1	0	37	0	1
LABOR/PERSONNEL RELATIONS AND STUDIES	F	45	8	0	1	0	36	0	0
	T	91	15	0	2	0	73	0	1
52.1201	M	433	16	1	3	1	405	4	3
MANAGEMENT INFORMATION SYSTEMS AND BUSI	F	483	41	3	2	0	431	3	3
	T	916	57	4	5	1	836	7	6
52.1202	M	337	21	1	2	5	289	1	18
BUSINESS COMPUTER PROGRAMMING/PROGRAMME	F	462	30	0	3	13	392	2	22
	T	799	51	1	5	18	681	3	40
52.1204	M	1	0	0	0	0	1	0	0
BUSINESS SYSTEMS NETWORKING AND TELECOM	F	5	0	0	0	0	5	0	0
	T	6	0	0	0	0	6	0	0
52.1205	M	306	49	2	15	4	236	0	0
BUSINESS COMPUTER FACILITIES OPERATOR	F	316	92	2	17	3	202	0	0
	T	622	141	4	32	7	438	0	0
52.1299	M	21	0	0	0	2	19	0	0
BUSINESS INFORMATION AND DATA PROCESSIN	F	51	2	0	1	1	47	0	0
	T	72	2	0	1	3	66	0	0
52.1401	M	160	22	1	0	1	134	1	1
BUSINESS MARKETING AND MARKETING MANAGE	F	259	42	0	5	4	202	5	1
	T	419	64	1	5	5	336	6	2
52.1501	M	125	22	1	2	1	97	0	2
REAL ESTATE	F	153	22	0	0	1	126	0	4
	T	278	44	1	2	2	223	0	6
52.9999	M	278	11	2	2	0	259	2	2
BUSINESS MANAGEMENT AND ADMINISTRATIVE	F	452	17	3	0	0	429	2	1
	T	730	28	5	2	0	688	4	3
52.0000	M	7374	753	36	102	78	6150	36	219
SERVICE TOTAL	F	15386	1521	83	154	165	13166	48	249
	T	22760	2274	119	256	243	19316	84	468

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Appendix D

CLOSING REPORT OF SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION STATE FUNDED ACADEMIC COURSES IN FY95

This appendix provides a detailed report of the academic classes funded as integral components of secondary vocational education units during the 1994-1995 school year.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

EXEC-VEDS-ACAD
SUMMARY

FISCAL YEAR 1995
All Districts

Academic EMIS

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
October 23, 1995

		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	CWA	CWE	REG	CWA	CWE	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE
03.0000	M	305	14	291	283			22			14		80
BUSINESS	F	1,707	62	1,645	1,597			110			83	12	570
ENGLISH ED	T	2,012	76	1,936	1,880			132			97	12	650
05.0000	M	11,991	4,103	7,888	7,623	11	17	464	2,401	1,475	1,715	25	6,634
ENGLISH	F	7,821	2,135	5,686	4,625	24	4	745	1,562	861	660	2	4,126
EDUCATION	T	19,812	6,238	13,574	12,248	35	21	1,209	3,963	2,336	2,375	27	10,760
11.0000	M	15,056	5,050	10,006	10,967	11	15	153	3,278	632	2,410	12	7,741
MATH	F	8,575	2,722	5,853	5,907	6	6	205	2,152	299	778	5	4,307
EDUCATION	T	23,631	7,772	15,859	16,874	17	21	358	5,430	931	3,188	17	12,048
13.0000	M	5,621	1,071	4,550	4,893	23		25	568	112	896	2	2,358
SCIENCE	F	2,675	597	2,078	2,048	12		134	407	74	225	1	1,125
EDUCATION	T	8,296	1,668	6,628	6,941	35		159	975	186	1,121	3	3,483
15.0000	M	2,517	1,540	977		11	6		1,142	1,358	316	2	2,204
SOC. STUD.	F	1,648	907	741		7	9		716	916	140		1,453
EDUCATION	T	4,165	2,447	1,718		18	15		1,858	2,274	456	2	3,657
STATE	M	35,490	11,778	23,712	23,766	56	38	664	7,389	3,577	5,351	41	19,017
TOTAL	F	22,426	6,423	16,003	14,177	49	19	1,194	4,837	2,150	1,886	20	11,581
	T	57,916	18,201	39,715	37,943	105	57	1,858	12,226	5,727	7,237	61	30,598

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		TOTAL ENROLLMENT										TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					LIMITED ENGLISH PRO.	DISAD-VANTAGE
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE		SND		
03.0600	M	305	14	291	283			22				14		80
BUSINESS E	F	1,707	62	1,645	1,597			110				83	12	570
	T	2,012	76	1,936	1,880			132				97	12	650
03.0000	M	305	14	291	283			22				14		80
BUSINESS	F	1,707	62	1,645	1,597			110				83	12	570
ENGLISH ED	T	2,012	76	1,936	1,880			132				97	12	650

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	DISAD-
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	HND	PRO.	VANTAGE
05.0001	M	10,060	2,852	7,208	7,248	11		424	1,282	1,095	1,438	21	5,152
INTEGRATED	F	6,683	1,381	5,302	4,441	24		681	872	665	563	2	3,227
	T	16,743	4,233	12,510	11,689	35		1,105	2,154	1,760	2,001	23	8,379
05.0014	M	228	166	62					112	116	30		214
REFRESHER	F	151	126	25					93	58	8		144
	T	379	292	87					205	174	38		358
05.0119	M	98	98						98		21	2	68
REMEDIAL E	F	44	43	1					44		4		34
	T	142	141	1					142		25	2	102
05.0220	M	396	239	157	106		17		220	53	62		270
GRAMMAR AN	F	215	129	86	62		4		123	26	22		155
	T	611	368	243	168		21		343	79	84		425
05.0300	M	40	21	19	13				15	12	7		37
LITERATURE	F	33	22	11	1				18	14	4		30
	T	73	43	30	14				33	26	11		67
05.0400	M	86	86						86		8		86
COMPOSITIO	F	45	45						45		2		45
	T	131	131						131		10		131
05.0545	M	369	74	295	256			40	67	6	63		203
APPLIED CO	F	170	33	137	88			48	30	4	21		105
	T	539	107	432	344			88	97	10	84		308
05.9901	M	227	90	137					47	180	23		164
COMMUNICAT	F	112	50	62					34	78	3		88
	T	339	140	199					81	258	26		252
05.9902	M	487	477	10					474	13	63	2	440
READING	F	368	306	62	33			16	303	16	33		298
	T	855	783	72	33			16	777	29	96	2	738
05.0000	M	11,991	4,103	7,888	7,623	11	17	464	2,401	1,475	1,715	25	6,634
ENGLISH	F	7,021	2,135	5,686	4,625	24	4	745	1,562	861	660	2	4,126
EDUCATION	T	19,012	6,238	13,574	12,248	35	21	1,209	3,963	2,336	2,375	27	10,760

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	ONA	ONE	REG	ONA	ONE	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE
11.0301	M	651	300	351	359			95	175	22	31	1	295
ALGEBRA	F	505	222	283	264			80	135	26	5		209
	T	1,156	522	634	623			175	310	48	36	1	504
11.0309	M	88	79	9					59	29	20		86
PRE-ALGEBR	F	54	47	7					41	13	5		53
	T	142	126	16					100	42	25		139
11.0500	M	10,192	1,241	8,951	9,616		15	47	331	183	1,814	7	3,908
APPLIED MA	F	5,662	539	5,123	5,272		6	118	182	84	612	4	2,112
	T	15,854	1,780	14,074	14,888		21	165	513	267	2,426	11	6,020
11.0501	M	20	20						20		5		19
BUSINESS M	F	11	11						11		1		11
	T	31	31						31		6		30
11.0502	M	116	109	7					104	12	15		102
CONSUMER M	F	77	75	2					70	7	2		68
	T	193	184	9					174	19	17		170
11.0610	M	38		38	38						2		
PRE-CALCUL	F	67		67	67						2		
	T	105		105	105						4		
11.0800	M	286	126	160	176				91	19	61		111
INTEGRATED	F	155	91	64	64				85	6	13		95
	T	441	217	224	240				176	25	74		206
11.0900	M	475	463	12	12				463		34		459
INTERVENTI	F	310	302	8	8				302		19		300
	T	785	765	20	20				765		53		759
11.1100	M	2,975	2,580	395	680	11		11	1,913	360	390	3	2,612
GENERAL MA	F	1,597	1,333	264	185	6		7	1,238	161	109	1	1,363
	T	4,572	3,913	659	865	17		18	3,151	521	499	4	3,975
11.1200	M	68	7	61	68						8		17
GEOMETRY	F	45	12	33	45								10
	T	113	19	94	113						8		27
11.1600	M	18		18	18						1		7
TRIGONOMET	F	2		2	2								
	T	20		20	20						1		7
11.1900	M	129	125	4					122	7	29	1	125
REMEDIAL M	F	90	90						88	2	10		86
	T	219	215	4					210	9	39	1	211

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE
11.0000	M	15,056	5,050	10,006	10,967	11	15	153	3,278	632	2,410	12	7,741
MATH	F	8,575	2,722	5,853	5,907	6	6	205	2,152	299	778	5	4,307
EDUCATION	T	23,631	7,772	15,859	16,874	17	21	358	5,430	931	3,188	17	12,048

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE
13.0100	M	721	427	294	266	23		1	326	105	107	1	499
GENERAL SC	F	391	305	86	45	12		12	252	70	19	1	332
	T	1,112	732	380	311	35		13	578	175	126	2	831
13.0101	M	3,093	360	2,733	3,061			3	29		533	1	1,059
APPLIED SC	F	1,139	115	1,024	1,095			25	19		136		414
	T	4,232	475	3,757	4,156			28	48		669	1	1,473
13.0200	M	278	124	154	156			3	113	6	54		195
BIOLOGICAL	F	512	94	418	412			15	82	3	31		175
	T	790	218	572	568			18	195	9	85		370
13.0300	M	151	65	86	81			13	57		27		84
PHYSICAL S	F	73	47	26	31			2	40		10		54
	T	224	112	112	112			15	97		37		138
13.0301	M	237	22	215	232			5			33		107
CHEMISTRY	F	247	12	235	178			69			15		57
	T	484	34	450	410			74			48		164
13.0302	M	905	28	877	905						117		302
PHYSICS	F	160	3	157	149			11			9		66
	T	1,065	31	1,034	1,054			11			126		368
13.0400	M	43	43						43		3		43
EARTH SCIE	F	14	14						14				11
	T	57	57						57		3		54
13.2420	M	7		7	7						1		
PHYSIOLOGY	F	57		57	57						1		3
	T	64		64	64						2		3
13.2515	M	1	1							1			1
ENVIRONMEN	F	1	1							1			1
	T	2	2							2			2
13.9904	M	32		32	32						6		2
AP-BIOLOGY	F	57	6	51	57						4		6
	T	89	6	83	89						10		8
13.9906	M	19		19	19						1		2
AP-CHEMIST	F	15		15	15								2
	T	34		34	34						1		4
13.9920	M	134	1	133	134						14		64
AP-PHYSICS	F	9		9	9								4
	T	143	1	142	143						14		68

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	DISAD-
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SMD	PRO.	VANTAGE
13.0000	M	5,621	1,071	4,550	4,893	23		25	568	112	896	2	2,358
SCIENCE	F	2,675	597	2,078	2,048	12		134	407	74	225	1	1,125
EDUCATION	T	8,296	1,668	6,628	6,941	35		159	975	186	1,121	3	3,483

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	ONA	OWE	REG	ONA	OWE	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE
15.0300	M	367	133	234					68	299	50		339
GOVERNMENT	F	304	74	230					45	259	36		290
	T	671	207	464					113	558	86		629
15.0700	M	59	59						59		9		55
GEOGRAPHY	F	23	23						23		3		22
	T	82	82						82		12		77
15.0800	M	160	135	25					100	60	25		155
WORLD HIST	F	119	108	11					93	26	10		119
	T	279	243	36					193	86	35		274
15.0802	M	17	17						17		6		16
OHIO HISTO	F	8	8						8		2		8
	T	25	25						25		8		24
15.0810	M	873	544	329					439	434	106		716
AMERICAN H	F	607	340	267					271	336	42		504
	T	1,480	884	596					710	770	148		1,220
15.0899	M	139	83	56					56	83	13	1	125
CURRENT EV	F	72	58	14					47	25	6		59
	T	211	141	70					103	108	19	1	184
15.1000	M	69	8	61						69	4		41
POLITICAL	F	49	3	46						49	2		17
	T	118	11	107						118	6		58
15.1201	M	823	561	262		11	6		403	403	103	1	747
SOCIAL STU	F	457	293	164		7	9		229	212	37		426
	T	1,280	854	426		18	15		632	615	140	1	1,173
15.9920	M	10		10						10			10
AP-HISTORY	F	9		9						9	2		8
	T	19		19						19	2		18
15.0000	M	2,517	1,540	977		11	6		1,142	1,358	316	2	2,204
SOC. STUD.	F	1,648	907	741		7	9		716	916	140		1,453
EDUCATION	T	4,165	2,447	1,718		18	15		1,858	2,274	456	2	3,657

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		TOTAL ENROLLMENT			IN-SCHOOL			COOPERATIVE			TARGET GROUPS		
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	HND	LIMITED ENGLISH PRO.	DISAD-VANTAGE
STATE TOTAL	M	35,490	11,778	23,712	23,766	56	38	664	7,389	3,577	5,351	41	19,017
	F	22,426	6,423	16,003	14,177	49	19	1,194	4,837	2,150	1,886	20	11,581
	T	57,916	18,201	39,715	37,943	105	57	1,858	12,226	5,727	7,237	61	30,598

Appendix E

CLOSING SECONDARY ENROLLMENTS FOR JOB TRAINING PROGRAMS ONLY IN FY95

This report, a subset of the total closing report, is designed to provide detailed information regarding grade level distribution and target populations served.

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,079	8,345	6,734	2,538	2	2,966	602	1,273	220
AGRICULTUR	F	5,000	2,554	2,446	495		992	212	450	86
EDUCATION	T	20,079	10,899	9,180	3,033	2	3,958	814	1,723	306
04.0000	M	3,472	188	3,284	248	4	721	2,089	801	110
MARKETING	F	4,157	172	3,985	193	6	910	2,686	1,135	145
EDUCATION	T	7,629	360	7,269	441	10	1,631	4,775	1,936	255
07.0000	M	400	28	372	46	2	149	60	68	18
HEALTH	F	3,576	108	3,468	255	3	1,176	851	872	106
EDUCATION	T	3,976	136	3,840	301	5	1,325	911	940	124
09.02	M	1,368	212	1,156	525		527	183	242	74
FCS JOB	F	3,734	348	3,386	1,129	9	1,533	464	825	205
TRAINING	T	5,102	560	4,542	1,654	9	2,060	647	1,067	279
09.0000	M	1,368	212	1,156	525		527	183	242	74
F.C.S.	F	3,734	348	3,386	1,129	9	1,533	464	825	205
EDUCATION	T	5,102	560	4,542	1,654	9	2,060	647	1,067	279
14.0000	M	2,462	298	2,164	222	2	772	373	504	62
BUSINESS	F	11,328	600	10,728	665	29	3,469	2,309	2,989	346
EDUCATION	T	13,790	898	12,892	887	31	4,241	2,682	3,493	408
17.0000	M	31,704	5,740	25,964	5,576	38	16,023	8,967	6,100	2,227
T & I	F	11,261	1,900	9,361	900	12	6,684	5,250	2,108	819
EDUCATION	T	42,965	7,640	35,325	6,476	50	22,707	14,217	8,208	3,046
99.0000	M	684	164	520	633		297	684	101	22
SPECIAL	F	407	67	340	374		180	407	75	10
PROGRAMS	T	1,091	231	860	1,007		477	1,091	176	32
STATE	M	55,169	14,975	40,194	9,788	48	21,455	12,958	9,089	2,733
TOTAL	F	39,463	5,749	33,714	4,011	59	14,944	12,179	8,534	1,717
	T	94,632	20,724	73,908	13,799	107	36,399	25,137	17,623	4,450

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0100	M	8,892	7,245	1,647	1,320	1	1,420		191	53
AG PRODUCT	F	2,609	2,157	532	174		346		84	11
	T	11,501	9,402	2,179	1,494	1	1,766		275	64
01.0101	M	91	7	84	17		26		12	5
AN P&C-SM	F	236	6	230	43		66		45	11
	T	327	13	314	60		92		57	16
01.0104	M	2,442	424	2,018	299		283		243	25
FARM BUS M	F	676	105	571	25		81		54	5
	T	3,118	529	2,589	324		364		297	30
01.0131	M	21	3	18	3		4		7	2
AN P&C-EQU	F	36	6	30	3		12		11	3
	T	57	9	48	6		16		18	5
01.0200	M	956	58	898	100		130	602	329	20
AG SUPPLIE	F	320	21	299	12		40	212	110	9
	T	1,276	79	1,197	112		170	814	439	29
01.0300	M	1,012	101	911	311		480		239	40
AG IND EQU	F	28	3	25	2		15		3	2
	T	1,040	104	936	313		495		242	42
01.0400	M	97	1	96	28	1	33		21	5
AG PRODUCT	F	8	1	7	4		3		1	1
	T	105	2	103	32	1	36		22	6
01.0500	M	986	313	673	310		388		120	48
HORTICULTU	F	860	197	663	214		384		131	40
	T	1,846	510	1,336	524		772		251	88
01.0600	M	313	63	250	68		97		94	18
AG RES	F	50	5	45	7		16		7	3
	T	363	68	295	75		113		101	21
01.0699	M	70	41	29	7		7		3	1
ENVIRON MA	F	51	21	30	1		3		3	1
	T	121	62	59	8		10		6	2
01.0700	M	27		27	10		17		10	
FORESTRY	F	4		4			2			
	T	31		31	10		19		10	
01.9900	M	172	89	83	65		73		4	3
OTHER AG	F	42	32	10	10		24		1	
	T	214	121	93	75		97		5	3

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,079	8,345	6,734	2,538	2	2,966	602	1,273	220
AGRICULTUR	F	5,000	2,554	2,446	495		992	212	450	86
EDUCATION	T	20,079	10,899	9,180	3,033	2	3,958	814	1,723	306

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD- VANTAGE		COM- PLETERS	LEAVERS
04.0100	M	61		61	10		12	18	19	3
ADVT SVCS	F	53	1	52			5	20	20	2
	T	114	1	113	10		17	38	39	5
04.0101	M	202	11	191	17		24	17	25	5
RADIO BRDA	F	122	9	113	3		20	10	8	1
	T	324	20	304	20		44	27	33	6
04.0102	M	94	6	88	5		12		20	3
TELEVISION	F	66	3	63	4		10		18	3
	T	160	9	151	9		22		38	6
04.0200	M	28	3	25	1		2	28	4	
APPAREL &	F	86	5	81	5		24	86	3	3
	T	114	8	106	6		26	114	7	3
04.0301	M	8		8	8		8			
AUTO PARTS	F	3		3	3		3			
	T	11		11	11		11			
04.0400	M	34	3	31			10	16	5	
FIN & CRED	F	61	4	57	1		19	35	10	1
	T	95	7	88	1		29	51	15	1
04.0600	M	11		11	9		10	3	3	1
FOOD DISTR	F	16		16	10		15	9	9	
	T	27		27	19		25	12	12	1
04.0700	M	9		9	2		3	9	6	
FOOD SVCS	F	14		14	1		7	14	9	2
	T	23		23	3		10	23	15	2
04.0701	M	12	6	6	5		5	12		1
FOOD SVC.M	F	10	4	6	2		2	10		1
	T	22	10	12	7		7	22		2
04.0800	M	2,526	110	2,416	137	4	503	1,730	628	84
GENERAL MD	F	3,171	121	3,050	116	6	665	2,238	918	112
	T	5,697	231	5,466	253	10	1,168	3,968	1,546	196
04.0801	M	334	14	320	19		94	222	78	7
MRKG MNGMT	F	369	10	359	24		94	242	103	15
	T	703	24	679	43		188	464	181	22
04.0900	M	2		2					1	
HOME BLDG	F	11		11	3				6	
	T	13		13	3				7	

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
04.1500	M	5		5	4		1			
PERSONAL S	F	3	1	2	1		1			
	T	8	1	7	5		2			
04.1501	M	35	6	29			5			1
VOC MUSIC	F	12		12	1		2			
	T	47	6	41	1		7			1
04.1502	M	46	6	40	2		3		7	1
PERFORMING	F	76	3	73	1		5		6	1
	T	122	9	113	3		8		13	2
04.1800	M	17	4	13	10		15	4	3	
REC & TOUR	F	62	4	58	10		32	14	25	2
	T	79	8	71	20		47	18	28	2
04.1900	M	48	19	29	19		14	30	2	4
TRANSPORTA	F	22	7	15	8		6	8		2
	T	70	26	44	27		20	38	2	6
04.0000	M	3,472	188	3,284	248	4	721	2,089	801	110
MARKETING	F	4,157	172	3,985	193	6	910	2,686	1,135	145
EDUCATION	T	7,629	360	7,269	441	10	1,631	4,775	1,936	255

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
07.0101	M	53	4	49	4		19	3	12	1
DEN ASST	F	591	37	554	40		214	25	156	15
	T	644	41	603	44		233	28	168	16
07.0103	M	35	10	25	4	1	18			4
DENTAL LAB	F	36	2	34	3	1	18			
	T	71	12	59	7	2	36			4
07.0203	M	17		17	2		6		1	
MED LAB AS	F	95		95	3	1	38		6	
	T	112		112	5	1	44		7	
07.0302	M	16	3	13			6		4	
PRACT NURS	F	122	2	120			38		33	
	T	138	5	133			44		37	
07.0303	M	26	2	24	6		12	3	3	3
NURSE ASST	F	296	16	280	65		157	56	88	17
	T	322	18	304	71		169	59	91	20
07.0305	M	15		15			8			1
SURGICAL T	F	53	3	50	1		23			2
	T	68	3	65	1		31			3
07.0603	M	28	4	24	2		10			2
OPTOM ASST	F	23	4	19			8			1
	T	51	8	43	2		18			3
07.0904	M	32	1	31	3		12		8	2
MED ASST	F	311	5	306	22		94		83	13
	T	343	6	337	25		106		91	15
07.0906	M	3		3	2		3		2	
COM HEA AI	F	37	1	36	12		29		15	1
	T	40	1	39	14		32		17	1
07.0912	M	5		5			1			
PHARMACY A	F	36		36		1	5			3
	T	41		41		1	6			3
07.0998	M	109	4	105	14		34	2	3	3
DIVER HLTH	F	1,207	37	1,170	68		336	74	57	29
	T	1,316	41	1,275	82		370	76	60	32
07.4820	M	4		4	1					
PHLEBOTOMY	F	14		14						
	T	18		18	1					

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						LIMITED		ENROLLMENT	PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-		COM-	
		TOTAL	GR 11	GR 10	SND	PRO.	VANTAGE		PLETERS	LEAVERS
07.4830	M	2		2			1			
PRE-NURSIN	F	14		14			3			
	T	16		16			4			
07.4890	M	3		3						
CERT HLTH	F	43		43			2		1	
	T	46		46			2		1	
07.9960	M	52		52	8	1	19	52	35	2
DIVERSIFIE	F	698	1	697	41		211	696	433	25
	T	750	1	749	49	1	230	748	468	27
07.0000	M	400	28	372	46	2	149	60	68	18
HEALTH	F	3,576	108	3,468	255	3	1,176	851	872	106
EDUCATION	T	3,976	136	3,840	301	5	1,325	911	940	124

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0201	M	77	11	66	18		25	12	12	3
CHILD CARE	F	1,964	155	1,809	366	1	770	132	476	97
	T	2,041	166	1,875	384	1	795	144	488	100
09.0202	M	8	4	4	5		5			
FABRIC SVC	F	97	26	71	30	7	55		13	5
	T	105	30	75	35	7	60		13	5
09.0203	M	972	172	800	370		401	24	171	55
FOOD SVC	F	1,021	115	906	458	1	461	46	213	69
	T	1,993	287	1,706	828	1	862	70	384	124
09.0205	M	172	20	152	109		71	8	21	6
COMM & HOM	F	381	48	333	251		190	15	56	18
	T	553	68	485	360		261	23	77	24
09.0290	M	139	5	134	23		25	139	38	10
MULTI-AREA	F	271	4	267	24		57	271	67	16
	T	410	9	401	47		82	410	105	26
09.02	M	1,368	212	1,156	525		527	183	242	74
FCS JOB	F	3,734	348	3,306	1,129	9	1,533	464	825	205
TRAINING	T	5,102	560	4,542	1,654	9	2,060	647	1,067	279
09.0000	M	1,368	212	1,156	525		527	183	242	74
F.C.S.	F	3,734	348	3,306	1,129	9	1,533	464	825	205
EDUCATION	T	5,102	560	4,542	1,654	9	2,060	647	1,067	279

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0100	M	661	26	635	43		172	14	133	18
ACCOUNT &	F	1,706	63	1,643	68	5	520	22	409	55
	T	2,367	89	2,278	111	5	692	36	542	73
14.0105	M	42	7	35	5		5	9	8	2
BANK TELLE	F	202	19	183	16	3	58	35	74	12
	T	244	26	218	21	3	63	44	82	14
14.0200	M	484	28	456	37	1	117	3	96	10
BUS DP SYS	F	624	38	586	25		187	25	147	20
	T	1,108	66	1,042	62	1	304	28	243	30
14.0300	M	498	93	405	26	1	175	260	130	16
GENERAL OF	F	3,072	142	2,930	135	8	771	1,603	1,059	75
	T	3,570	235	3,335	161	9	946	1,863	1,189	91
14.0301	M	29		29	3		8		9	1
DUPLICATIN	F	50	1	49	3		17		19	2
	T	79	1	78	6		25		28	3
14.0302	M	57	13	44	23		29	3	14	1
CLERICAL S	F	286	35	251	77		150	12	61	14
	T	343	48	295	100		179	15	75	15
14.0303	M	101	3	98	13		34	42	20	1
OFFICE CLE	F	951	56	895	82	7	272	311	144	28
	T	1,052	59	993	95	7	306	353	164	29
14.0304	M									
AGENCY CLE	F	21	3	18	2		1		6	
	T	21	3	18	2		1		6	
14.0399	M	4		4				1		
OFF MACHS	F	38	2	36	2		11	8		
	T	42	2	40	2		11	9		
14.0400	M	27		27			3	6	8	
INFO COMM	F	196	4	192	15		56	33	70	8
	T	223	4	219	15		59	39	78	8
14.0402	M	124	22	102	8		50		9	6
CORRESP CL	F	953	112	841	63	2	430		165	43
	T	1,077	134	943	71	2	480		174	49
14.0406	M	1		1			1		1	
MED REC CL	F	56	1	55	1		18		15	1
	T	57	1	56	1		19		16	1

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0499	M	66	6	60	4		16	1	15	1
ADMIN SUPP	F	471	19	452	25		175	16	142	13
	T	537	25	512	29		191	17	157	14
14.0500	M	101	95	6	34		97		1	
MTRL SUPPO	F	13	6	7	11		2			
	T	114	101	13	45		99		1	
14.0700	M	72		72	12		19	13	19	4
STENO & SE	F	832	24	808	55	2	242	90	247	28
	T	904	24	880	67	2	261	103	266	32
14.0702	M	33	1	32	5		10	4	7	
SEC, CLRK	F	780	20	760	32	1	209	59	177	24
	T	813	21	792	37	1	219	63	184	24
14.0799	M	16		16	1		10		2	
MED/LEGAL	F	490	41	449	18		200		106	7
	T	506	41	465	19		210		108	7
14.0800	M	99	3	96	4		20		22	2
SUPVR & AD	F	218	3	215	10	1	49		42	7
	T	317	6	311	14	1	69		64	9
14.0900	M	32	1	31	4		6	17	10	
TYPING & R	F	365	11	354	25		101	95	106	9
	T	397	12	385	29		107	112	116	9
14.4820	M	15		15						
COMP SUPP	F	4		4						
	T	19		19						
14.0000	M	2,462	298	2,164	222	2	772	373	504	62
BUSINESS	F	11,328	600	10,728	665	29	3,469	2,309	2,989	346
EDUCATION	T	13,790	898	12,892	887	31	4,241	2,682	3,493	408

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		TOTAL	BELOW GR 11	ABOVE GR 10	SND	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0100	M	446	38	408	85		174		123	18
AIR COND &	F	6	1	5			3		1	
	T	452	39	413	85		177		124	18
17.0200	M	101	65	36	16		80		10	7
APPL REPAI	F									
	T	101	65	36	16		80		10	7
17.0301	M	1,948	238	1,710	496	9	838	32	365	140
BODY & FEN	F	63	13	50	9		39	1	7	2
	T	2,011	251	1,760	505	9	877	33	372	142
17.0302	M	3,303	387	2,916	630	5	1,311	17	652	218
MECHANICS	F	147	19	128	13		55		20	15
	T	3,450	406	3,044	643	5	1,366	17	672	233
17.0303	M	231	56	175	115		122		22	19
SPECIALIZA	F	7	2	5	3		3			2
	T	238	58	180	118		125		22	21
17.0400	M	176	69	107	5		88		15	1
AVIATION O	F	46	20	26			27		1	1
	T	222	89	133	5		115		16	2
17.0401	M	76	15	61	5		15		14	1
AIRCRAFT M	F	8		8			1		3	
	T	84	15	69	5		16		17	1
17.0600	M	48	11	37	1		12		11	1
BUS MACH M	F	5	3	2			3		1	
	T	53	14	39	1		15		12	1
17.0700	M	597	47	550	75		158	22	100	21
COMM ART O	F	312	16	296	22		68	6	66	4
	T	909	63	846	97		226	28	166	25
17.0801	M	8	6	2	1					
MARITIME O	F									
	T	8	6	2	1					
17.0802	M	67	23	44	11		20		5	5
MARINE MAI	F	7	3	4			4			
	T	74	26	48	11		24		5	5
17.0900	M	42	1	41	6		14		1	4
COMM PHOTO	F	87		87	5		16		7	6
	T	129	1	128	11		30		8	10

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1001	M	2,330	183	2,147	479	1	801		617	123
CARPENTRY	F	95	11	84	8		35		14	6
	T	2,425	194	2,231	487	1	836		631	129
17.1002	M	1,106	39	1,067	139		361		276	52
ELECTRICIA	F	39	4	35	2		16		6	
	T	1,145	43	1,102	141		377		282	52
17.1003	M	36	3	33	15		2		16	2
HEAVY EQUI	F									
	T	36	3	33	15		2		16	2
17.1004	M	425	68	357	129	1	209		79	28
MASONRY	F	14	4	10	8		5		1	1
	T	439	72	367	137	1	214		80	29
17.1005	M	25	5	20	14		15		2	4
PAINT & DE	F	15		15	3		14		8	
	T	40	5	35	17		29		10	4
17.1007	M	99	6	93	15		34		9	18
PLMBG & PI	F	1		1						
	T	100	6	94	15		34		9	18
17.1011	M	1,193	298	895	396	2	615		172	58
BLDG MAINT	F	75	26	49	23		44		18	3
	T	1,268	324	944	419	2	659		190	61
17.1012	M	222	29	193	46		69		58	20
INDUST MAI	F	9	1	8			4		3	1
	T	231	30	201	46		73		61	21
17.1016	M	16	6	10	6		7			3
MOBILE HM	F									
	T	16	6	10	6		7			3
17.1100	M	152	36	116	140		81		34	13
CUSTODIAL	F	19	5	14	17		7		2	1
	T	171	41	130	157		88		36	14
17.1200	M	416	37	379	124		137		102	31
DIESEL MEC	F	15	2	13	1		9		3	1
	T	431	39	392	125		146		105	32
17.1300	M	1,439	64	1,375	122	2	449	17	393	41
DRAFTING O	F	275	6	269	15		90	6	77	6
	T	1,714	70	1,644	137	2	539	23	470	47

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1402	M	35	2	33	9		22		16	1
POWER TRAN	F									
	T	35	2	33	9		22		16	1
17.1503	M	2,033	106	1,927	204	2	644	30	473	67
ELECTRONIC	F	148	7	141	10		42	16	28	7
	T	2,181	113	2,068	214	2	686	46	501	74
17.1504	M	15	2	13	6		6			1
TELE-COMM	F									
	T	15	2	13	6		6			1
17.1801	M	130		130	5		15		13	
ENGINEER T	F	9		9						
	T	139		139	5		15		13	
17.1802	M	49	1	48	3		1		13	1
MFG ENGNR	F	4		4					3	
	T	53	1	52	3		1		16	1
17.1900	M	852	91	761	170	3	377	21	159	42
GRAPHIC OC	F	641	43	598	77		249	12	173	34
	T	1,493	134	1,359	247	3	626	33	332	76
17.2004	M	17		17	2		3		8	
IND LAB AS	F	1		1						
	T	18		18	2		3		8	
17.2302	M	1,804	130	1,674	269		538	23	457	62
MACH SHOP	F	70	5	65	7		32	2	10	2
	T	1,874	135	1,739	276		570	25	467	64
17.2304	M	33		33	6		2			1
METAL FAB	F	2		2	2					
	T	35		35	8		2			1
17.2305	M	38	11	27	2		16		2	4
SHEET META	F	5	5				2			
	T	43	16	27	2		18		2	4
17.2306	M	1,838	338	1,500	461	2	843		369	119
WELDING &	F	78	13	65	6		47		14	5
	T	1,916	351	1,565	467	2	890		383	124
17.2602	M	66	3	63	13		25		12	4
COSMETOLOG	F	3,254	144	3,110	233	4	1,241		787	121
	T	3,320	147	3,173	246	4	1,266		799	125

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-* ENROLLMENT	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD- VANTAGE		COM- PLETERS	LEAVERS
17.2700	M	24	5	19			11		6	1
PLASTICS O	F									
	T	24	5	19			11		6	1
17.2801	M	59	6	53	11		8		22	2
BASIC FIRE	F	7		7			1		3	1
	T	66	6	60	11		9		25	3
17.2802	M	629	14	615	85		163		176	22
BASIC LAW	F	303	13	290	22		111		89	13
	T	932	27	905	107		274		265	35
17.3100	M	146	26	120	50	1	38		13	2
SMALL ENG	F	3		3						
	T	149	26	123	50	1	38		13	2
17.3601	M	73	6	67	17		31		16	2
MILLWRK &	F	6	1	5	1					
	T	79	7	72	18		31		16	2
17.9960	M	518	3	515	57		160	518	238	35
DIV COOP T	F	307		307	14	1	95	307	140	13
	T	825	3	822	71	1	255	825	378	48
17.9996	M	206	72	134	198		89		9	2
ADJUSTMENT	F	95	29	66	94		38		4	
	T	301	101	200	292		127		13	2
17.9998	M	147	92	55	32		91		6	20
OCC LAB	F	46	26	20	7		31		3	7
	T	193	118	75	39		122		9	27
17.9999	M	8,490	3,102	5,388	905	10	7,328	8,287	1,016	1,011
OCC WORK E	F	5,037	1,478	3,559	298	7	4,352	4,900	696	567
	T	13,527	4,580	8,947	1,203	17	11,680	13,187	1,712	1,578
17.0000	M	31,704	5,740	25,964	5,576	38	16,023	8,967	6,100	2,227
T & I	F	11,261	1,900	9,361	900	12	6,684	5,250	2,188	819
EDUCATION	T	42,965	7,640	35,325	6,476	50	22,707	14,217	8,288	3,046

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		--TOTAL ENROLLMENT---			----TARGET GROUPS----			-COOPERATIVE- ENROLLMENT	-JOB TRAINING- PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
99.0371	M	684	164	520	633		297	684	101	22
VOC COORD	F	407	67	340	374		180	407	75	10
	T	1,091	231	860	1,007		477	1,091	176	32
99.0000	M	684	164	520	633		297	684	101	22
SPECIAL	F	407	67	340	374		180	407	75	10
PROGRAMS	T	1,091	231	860	1,007		477	1,091	176	32

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-* PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
STATE TOTAL	M	55,169	14,975	40,194	9,788	48	21,455	12,958	9,089	2,733
	F	39,463	5,749	33,714	4,011	59	14,944	12,179	8,534	1,717
	T	94,632	20,724	73,908	13,799	107	36,399	25,137	17,623	4,450